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STUDENT AFFAIRS FUNDRAISING: A COMPARATIVE
CASE STUDY OF TWO PROGRAMS AT
PUBLIC RESEARCH UNIVERSITIES

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Community Innovation and Education
at the University of Central Florida
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Major Professor: Thomas Cox

ABSTRACT

This comparative case study examined the development, design, and evolution of two student affairs fundraising programs, each led by a full-time development officer, at public research universities in the Southeastern region of the United States. The purpose of the study was to identify practices and strategies for higher education administrators exploring, creating, or reframing student affairs fundraising programs that traverse advancement and student affairs divisions. The research is timely given the increased role of philanthropy in funding public higher education institutions (Giving USA, 2018) and the growing number of student affairs fundraising programs (Crowe, 2011). Bolman and Deal's (2017) four organization frames—structural, human resources, political, and symbolic—provided the theoretical lens to examine both programs. Key findings centered on the programs' approach to building organizational structures that aligned with strategic goals (structural frame), navigating institutional development landscapes (political frame), creating a compelling vision to inspire philanthropic support (symbolic frame), and fostering support from leadership (human resources frame). Major implications for practice include a proposed test for determining whether an institution is prepared to start a student affairs fundraising program, strategies for integrating the program with institutional advancement, a proposed staffing model, approaches for navigating institutional fundraising environments built for academics and athletics fundraising, and tactics for establishing student affairs philanthropic priorities. The research updates the comparative case study literature on student affairs fundraising programs and illuminate strategies for practitioners exploring, creating, or evolving such programs.

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CHAPTER 1: INTRODUCTION

Introduction

Within public higher education, the role of institutional advancement continues to expand given the increased importance of raising philanthropic support in an environment of state disinvestment in higher education (Crowe, 2011; Giving USA, 2018). However, not all units within an institution have an equal opportunity to partner with institutional advancement to raise philanthropic support for their respective areas. Academic units and athletics departments are generally represented by full-time development officers, whereas student affairs divisions generally are not (Schoenecke, 2005). As a result, student affairs divisions often are not positioned to proactively fundraise and utilize private philanthropy to narrow funding gaps and to support mission-critical activities.

In 2002, a leading association of student affairs professionals, the National Association of Student Personnel Administrators (NASPA), created a knowledge community dedicated to student affairs fundraising (NASPA, 2019). The decision was emblematic of heightened interest in student affairs fundraising and the emergence of more student affairs divisions partnering with institutional advancement to begin student affairs fundraising programs led by full-time fundraisers (Crowe, 2011). The Student Affairs and External Relations Knowledge Community remains active and consists of development officers who raise philanthropic support for student affairs, senior student affairs officers looking to learn more about fundraising, and student affairs practitioners seeking to develop fundraising knowledge. Members gather for student affairs fundraising conferences as well as at NASPA national and regional conferences to discuss best practices in student affairs fundraising (NASPA, 2019).

Problem Statement

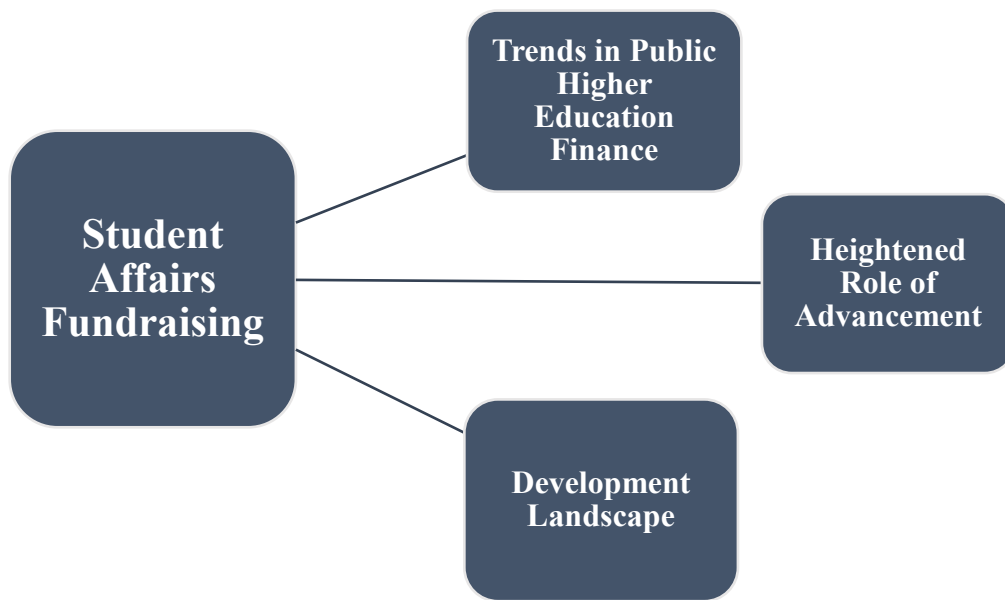
The problem addressed by this study is a lack of knowledge of student affairs fundraising programs that are led by a full-time development officer and traverse their division of institutional advancement and their division of student affairs to raise philanthropic support for student affairs units (Crowe, 2011). With few existing student affairs fundraising programs, and with institutional fundraising operations traditionally centered on raising philanthropic support for academics and athletics, this study addresses the lack of knowledge on student affairs fundraising programs by investigating the development, design, and evolution of two student affairs fundraising programs (Callahan, 1997; Crowe, 2011; Haynes, 2004; Worth, 1993). The goal is to identify practices and strategies that may prove useful for existing student affairs fundraising programs and for colleges and universities seeking to establish student affairs fundraising programs.

Amid a decline in state funding for higher education, private philanthropy has helped public higher education institutions fill the funding gap (Crowe, 2011). In 2017, private philanthropy supported approximately 10 percent of all higher education institutions' expenditures. More than \$46.3 billion in philanthropic support was directed to colleges and universities in 2017, and 43 colleges and universities were engaged in billion-dollar philanthropic campaigns (Giving USA, 2018). However, not all areas within higher education institutions have an equal opportunity to utilize private philanthropy to narrow the funding gap and support mission-critical activities (Schoenecke, 2005). Academic affairs units and athletics departments are generally staffed with full-time development officers committed to fundraising for their respective areas. On the other hand, development officers are generally not found in student affairs divisions (Crowe, 2011). As a result, in most cases academic affairs units and

athletics departments have a means to proactively fundraise, and student affairs divisions do not. The inability to proactively fundraise represents a significant fiscal and resource challenge to student affairs divisions. A visual representation of the dynamics that affect student affairs fundraising is provided in Figure 1.

Figure 1

Dynamics Affecting Student Affairs Fundraising



It is difficult to assess the prevalence of student affairs programs led by a full-time development officer. The earliest survey, conducted in 1997, reported that 30 percent of Senior Student Affairs Officers (SSAOs) employed a full-time student affairs fundraiser (Callahan, 1997). The most recent survey, conducted in 2004, found that 21 percent of NASPA voting delegates, which encompass chief student affairs officers and NASPA members, employed a student affairs development officer (Haynes, 2004). While these defined numbers measuring the prevalence of student affairs fundraising programs in 1997 and in 2004 cannot be compared due

to differences in survey methodology, the creation of the NASPA Student Affairs and External Relations Knowledge Community in 2002 combined with the existence of student affairs fundraising programs at highly-renowned institutions outline increased interest in student affairs fundraising (Crowe, 2011; NASPA, 2019). Based on a 2020 review of the 52 universities classified as medium or large public universities in the Southeast with a high or very high level of research activity as determined by the Carnegie Classification of Institutions, this study found that 20 universities possessed a student affairs fundraising program led by a full-time development officer (Indiana University Center for Postsecondary Research, 2018). The presence of a student affairs fundraising program at 38 percent of these institutions exceeds the prevalence figures reported in the literature.

Once employed, student affairs development officers are tasked with raising philanthropic support for student affairs within institutional fundraising structures focused on raising funds for athletics and academics (Crowe, 2011). Even though student affairs divisions are beginning to hire full-time development officers, little research exists on the development, design, and evolution of student affairs development programs led by a full-time fundraiser (Crowe, 2011). Given the trend, this comparative case study examined the development, design, and evolution of two student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018). The results of this study document the development, design, and evolution of two student affairs fundraising programs. Through the analysis, the study illuminates practices and strategies that may prove useful for both existing student affairs fundraising programs and for colleges and universities seeking to establish student affairs fundraising programs.

Theoretical Framework

Birnbaum (1988) held that the dynamics of institutional change occur within a university “system” where the “whole” and “parts” interact. In this study, the student affairs fundraising programs traverse two “parts” of their respective universities—divisions of student affairs and institutional advancement. When creating and continuously reframing teams within complex systems with multiple parts, Bolman and Deal (2017) asserted that leaders must embrace multidimensional perspectives and solutions. Employing this multidimensional approach may be even more vital to building and continuously reframing student affairs fundraising programs given their existence in both a “part” (institutional advancement) and a “whole” (the overall university) traditionally focused on fundraising for academic affairs and athletics, not student affairs (Crowe, 2011; Miller, 2010).

Bolman and Deal’s (2017) theory of reframing organizations consisted of four organizational frames—structural, human resources, political, and symbolic—that provide four perspectives through which organizations can be understood. The authors introduced these frames in 1984, and while the core principles remain, Bolman and Deal continue to update the research and case studies around each frame (Bolman and Deal, 1984; Bolman and Deal, 2017). Bolman and Deal’s frames, as described in their sixth edition of *Reframing Organizations* (2017), informed the data collection and analysis for the study.

Purpose Statement

The primary purpose of this study is to identify practices and strategies for higher education administrators who are exploring, creating, or evolving their student affairs fundraising programs. The purpose aligns with the problem addressed by this study: a lack of knowledge of student affairs fundraising programs that are led by a full-time development officer

(Crowe, 2011). Amid changes in public financing of higher education, higher education administrators are often interested in exploring, creating, or evolving student affairs fundraising programs to create or expand resource lines. Given that the development of student affairs fundraising programs is relatively new, it is important to inform higher education administrators of the development and design of these programs as well as the ways in which the programs have evolved to better serve their institutions (Crowe, 2011; NASPA, 2019). Furthermore, this research addresses a gap in the literature: the nonexistence of timely comparative case study research on student affairs fundraising programs.

A secondary purpose of this study is to aid higher education administrators seeking to develop or reframe fundraising programs that fall outside the realm of academic units or athletics, the historical areas of focus for higher education fundraising (Worth, 1993). With university fundraising structures geared toward raising support for academic affairs units and athletics, there are limited models and strategies for developing and evolving fundraising programs that support historically underrepresented areas in university fundraising (Worth & Lambert, 2019). These areas include, but are not limited to, university libraries, study abroad programs, and various interdisciplinary centers or programs. As such, the practices and strategies identified in this research on student affairs fundraising programs will be of interest to higher education administrators seeking to develop or reframe fundraising programs for areas of the institution that have been historically underrepresented in institutional fundraising efforts.

Research Questions

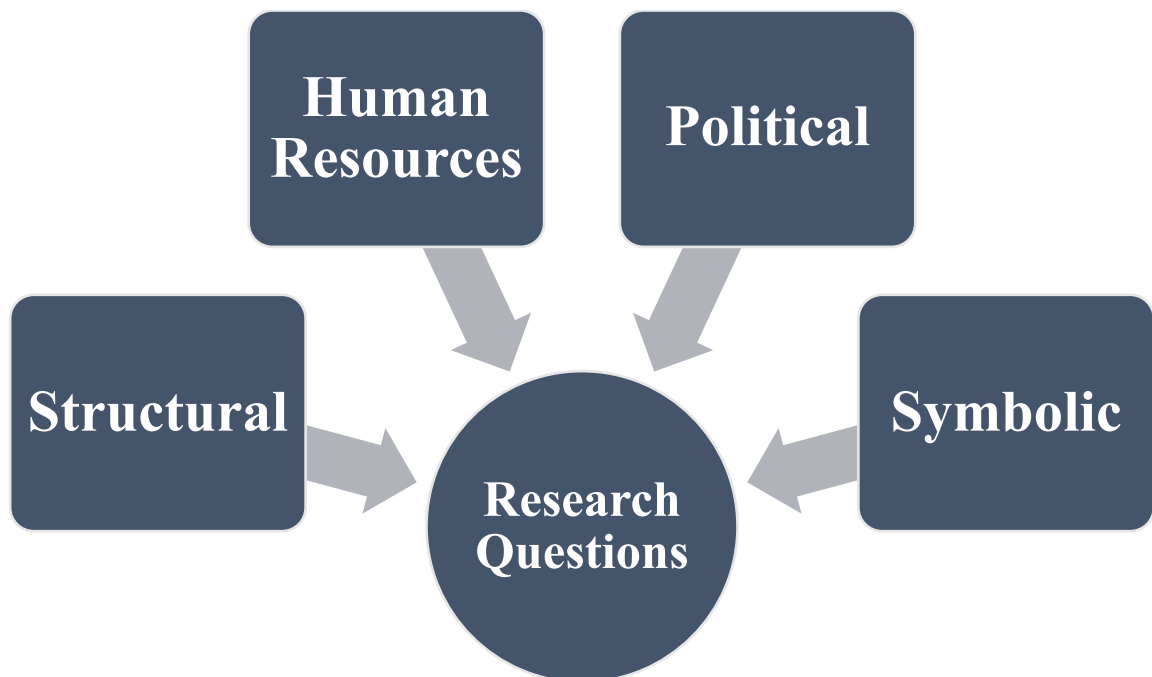
The research questions for this qualitative, phenomenological, comparative case study are as follows:

1. How have historical influences shaped the development and design of the two investigated student affairs fundraising programs?
2. In what ways, if any, have the two investigated student affairs fundraising programs evolved since their inception?

A visual representation of how the study's theoretical framework, Bolman and Deal's (2017) four organizational frames, were used to examine the study's two research questions is provided in Figure 2.

Figure 2

Connection Between Theoretical Framework and Research Questions



Significance of the Study

The role of institutional advancement within public colleges and universities continues to increase in significance (Giving USA, 2018). State disinvestment in public higher education, year-to-year uncertainty in the level of state allocations to higher education, and the cost of higher education exceeding the rate of inflation in normal years have placed pressure on institutions to develop new resource lines and to expand existing resource lines (Geiger & Heller, 2011; Johnstone & Marcucci, 2010). Given this landscape, public colleges and universities must expand their development operations to more assertively seek private philanthropic support and fill the gap in their budgets (Giving USA, 2018).

Dating back to the expansion of institutional fundraising efforts following WWII, academic units have benefited from the structure of their institutions' foundations. In the late 20th century and early 21st century, academic colleges and athletics programs typically had development officers, which provided them with a level of control and a means to fundraise (Evans, 1993). Divisions of student affairs have not been as fortunate (Evans, 1993; Garland & Grace, 1993). In 1993, only 12.5 percent of senior student affairs officers who participated in a national survey indicated that they employed a development officer (Fygetakis, 1993). By 1997, this figure had grown to 30 percent (Penny & Rose, 2001), and by 2020 this study reported a 38 percent prevalence within the study's defined population. However, both historically and at present, having development officers employed in student affairs is the exception rather than the norm (Penny & Rose, 2001). As a result, divisions of student affairs have struggled to access private philanthropy to narrow the funding gap and to support their mission (Crowe, 2011).

With more public colleges and universities beginning to hire full-time student affairs development officers, more research is needed on the development, design, and evolution of

these student affairs programs to identify best practices that may benefit existing student affairs fundraising programs and universities seeking to establish such programs. Approximately fifteen years have passed since Schoenecke's (2005) comparative case study of student affairs fundraising programs. Additionally, the research on the involvement of student affairs professionals in fundraising (Hillman, 2002), the involvement of senior leadership in student affairs fundraising (Kroll, 1991), and the relationship between student affairs staff and development officers (Fygetakis, 1993) does not identify core practices related to starting or evolving student affairs fundraising programs. Through researching the development, design, and evolution of student affairs fundraising programs, this study seeks to illuminate fundraising practices that may prove useful for existing student affairs fundraising programs and for public universities seeking to establish similar programs. The study not only will address a gap in the literature, a lack of timely comparative case study research on student affairs fundraising programs, but also will inform practitioners seeking to develop or reframe their student affairs fundraising programs and provide a basis for future research.

Assumptions, Limitations, and Delimitations

It is important to define the assumptions, limitations, and delimitations for this study, which are thoroughly described in Chapter 3. The main assumptions for this study were that the data collected would comprehensively answer the research questions and that potential participants would be willing to be interviewed, were positioned to speak to the study's research questions, would be open and honest in their responses, and would recommend other participants to be interviewed. Key limitations aligned with the study's comparative case study methodology included the inability to extend findings beyond student affairs fundraising programs operating within similar constructs at other medium or large research universities, the researcher's beliefs

and backgrounds potentially influencing data collection and analysis, and specific limitations associated with individual interviews. Lastly, the delimitations, or boundaries set for the study, encompassed studying two student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018). As such, this research was confined to studying student affairs fundraising programs at a specific type of institution within a specific region of the United States with a specific staffing structure.

Definition of Terms

The following terms are presented to define terminology used in this qualitative comparative case study research:

1. Centralized Structure: When the development officer has a primary reporting line to institutional advancement while having a secondary reporting relationship to their unit, or in the case of this study their division of student affairs (Morgan & Policello, 2010).
2. Decentralized Structure: When the development officer primarily reports to their unit, or in the case of this study their division of student affairs, while having a secondary reporting relationship to institutional advancement (Morgan & Policello, 2010).
3. Development: Used interchangeably with fundraising, development refers to attaining private support “in the form of annual gifts, major gifts, planned gifts and corporate foundation gifts, often through strategically developed fundraising campaigns” (CASE, 2019).
4. Development Officer: Used interchangeably with fundraiser, a development officer is charged with raising philanthropic support. In many cases, a development officer is

assigned to raise philanthropic support for a unit, such as a division of student affairs (McCarthy, 2018).

5. Division of Student Affairs: A division of a college or university that focuses on facilitating student learning outside of the classroom (NASPA, 2019). Units within the division often include, but are not limited to, career planning, counseling, financial aid, fraternity and sorority life, orientation programs, and student activities (Kroll, 1991).
6. Institutional Advancement: A division in a college or university that coordinates alumni relations, communications, development, and marketing to raise philanthropic support for their institution (CASE, 2019).
7. Reframing: Bolman and Deal (2017) refer to reframing as “an ability to think about situations in more than one way” (p. 6). Reframing requires a leader to understand the organization through four frames—structural, human resource, political, and symbolic—before “breaking frames” and implementing change (p. 12). Bolman and Deal (2017) liken this process to a physician considering the entire patient prior to treating the described issue.

Organization of the Study

The next chapter (Chapter 2) presents a literature review, which explores the evolution of fundraising in American higher education, the introduction and growth of student affairs fundraising, and the theoretical framework of the study. Chapter 3 describes the selected methodology and the research design. Chapter 4 relays the results in the form of individual case descriptions and a cross case synthesis. Chapter 5 provides a discussion of the findings, implications for practice, study limitations, and areas for further research. The study concludes with appendixes and references.

Summary

Amid the growing importance of philanthropy within higher education, student affairs divisions are beginning to partner with institutional advancement to build student affairs fundraising programs led by full-time development officers (Crowe, 2011; Giving USA, 2018). Once hired, these development officers are tasked with raising philanthropic support for student affairs within institutional fundraising systems historically geared toward academics and athletics fundraising (Crowe, 2011). Little research has been conducted on the development, design, and evolution of student affairs fundraising programs. As such, this comparative case study addresses this gap in the literature and assists practitioners by highlighting two student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018).

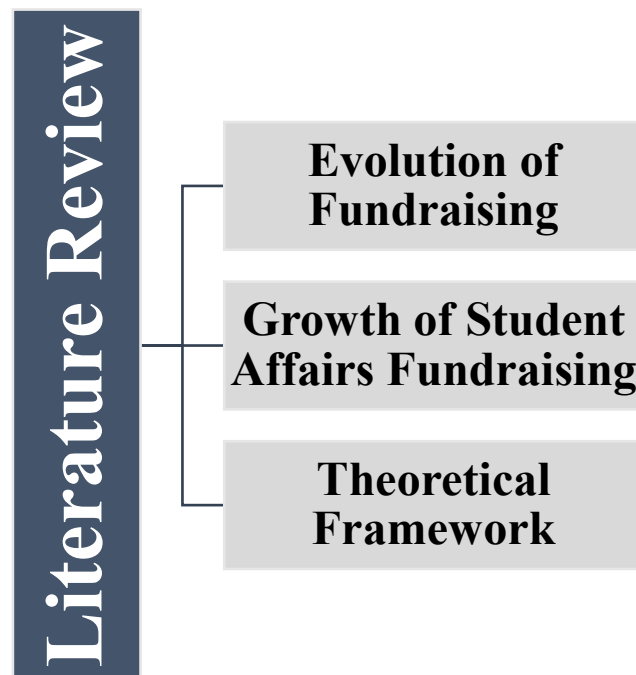
CHAPTER 2: LITERATURE REVIEW

Introduction

As outlined in Figure 3, Higher education administrators seeking to develop or reframe student affairs fundraising programs are encouraged to consider the evolution of fundraising in American higher education, the introduction and growth of student affairs fundraising, and organizational development theory on reframing organizations. The former two topics provide context behind the creation and evolution of institutional advancement and how student affairs fundraising fits within the broader university fundraising landscape. The latter topic presents Bolan and Deal's (2017) theory of reframing organizations, which serves as the theoretical framework for this study.

Figure 3

Literature Review Concepts



Background

Evolution of fundraising in American higher education. Fundraising in student affairs is a newer endeavor, but the birth of American higher education fundraising began with the colonial colleges (Crowe, 2011; Worth, 1993). The ensuing sections outline the evolution of fundraising within American higher education. It is important to consider the journey from the early beginnings to today's era of institutional advancement divisions prior to exploring the introduction and emergence of student affairs fundraising, which is outlined in the subsequent section.

Reformation beginnings and colonial era fundraising (1636-1775). Altbach, Gumport, and Berdahl (2011) asserted that the Reformation beginnings and the colonial era mark the first two generations of higher education. In the former period, higher education institutions were connected to their churches, and in the latter period, these colleges began balancing their obligations to the church and their communities (Altbach et al., 2011). The birth of fundraising in American higher education coincided with these periods. The first institution, Harvard College, started following Reverend John Harvard's gift of money and books in 1634 (Worth, 1993).

However, fundraising in higher education in the colonial era resulted in limited success (Worth, 1993). By 1745, Harvard, Yale, and William and Mary were the only colonial colleges. Generally, their presidents played the role of fundraiser, soliciting gifts to assure their institutions continued operation (Worth, 1993). Cash, crops, and estate gifts were the primary giving vehicles (Cutlip, 1990). The most sophisticated fundraising technique was attributed to Benjamin Franklin. When soliciting philanthropic support, Franklin first approached individuals who he knew would contribute. He then leveraged the names of those individuals when approaching his next segment of prospects, individuals who may or may not support the institution financially.

Finally, when approaching the final segment, individuals who were unlikely to donate, Franklin had a substantial list of supporters, which would motivate a few of the unlikely donors to become financial partners (Cutlip, 1990; Schoenecke, 2005).

Industrial Revolution and philanthropy (1790-1830s). The next two generations of American higher education were greatly impacted by the Industrial Revolution. Industrial and economic growth created a class of wealthy individuals (Altbach et al., 2011). Presidents of higher education institutions approached wealthy businessmen such as Cornelius Vanderbilt, Johns Hopkins, and Leland Stanford. In return for their philanthropic support, institutions changed their names to align with their benefactors (Worth, 1993). For example, the Stanford family, who were wealthy railroad tycoons, contributed an initial \$5 million to establish Stanford and later provided a \$20 million estate gift. Their philanthropy enabled Stanford to open in 1891 and to continue to grow and evolve (Sears, 1990). Some of these wealthy businessmen also created foundations to broaden their support beyond one institution. Andrew Carnegie recognized that professors received little pay and few benefits during financially difficult times. As such, he established the Carnegie Foundation for the Advancement of Teaching to make a volatile profession more stable (Sears, 1990).

Institutional growth and broadening of support (1890-1945). Between 1890 and 1945, universities were rapidly growing. A shift from elite to mass higher education occurred, and higher education became a viable option for more high school graduates (Altbach et al., 2011). At the same time, especially in the 1920s, philanthropic support broadened from the wealthy elite to a community chest concept where the cumulative effect of multiple donations from non-wealthy individuals and businesses created a collective impact (Kroll, 1993). The shift laid the groundwork for today's United Way program, which in part relies on small donations from a

large number of individuals to collectively advance community initiatives. Amid the broadening of institutions' donor base, giving to higher education reached an apex in the 1929/1930 fiscal year. Due to the Great Depression and World War II, fundraising would not exceed this record level until the 1949/1950 fiscal year (Kroll, 1993).

Professionalization of higher education development (1945-1975). Altbach, Gumport, and Berdahl (2011) referred to the higher education generation following World War II as the Academic Revolution (1945-1975). While returning soldiers enrolling in colleges and universities contributed to the largest enrollment growth in higher education history, three major trends occurred in higher education fundraising: the professionalization of fundraising, the rise of formal development programs, and the advent of multimillion-dollar fundraising campaigns (Altbach et al., 2011; Worth, 1993).

The first trend, the professionalization of fundraising, led to the creation of institutional advancement, a term still used today to describe college and university fundraising and alumni divisions (Worth, 1993). In 1958 at the Greenbrier Hotel in West Virginia, two professional organizations convened for the first time to discuss and create a framework for institutional advancement. The American Alumni Council (AAC) focused on alumni programs, and the American College Public Relations Association (ACPRA) aligned with the marketing and communication components of development. In 1974, following the conference and the resulting Greenbrier Report, the associations continued their collaboration and eventually merged to form the Council for Advancement and Support of Education (CASE). From alumni programs to fundraising, CASE continues to support all professionals under the auspices of institutional advancement (Worth, 1993). Furthermore, the Association of Fundraising Professionals (AFP) was founded in 1960 to educate and support non-profit organizations with fundraising efforts.

AFP eventually established a Certified Fund Raising Executive (CFRE) program, which today provides credentials to more than 3,000 fundraising professionals (CFRE, 2019). Academic programs focused on development would later emerge in the 1980s (Worth, 1993).

The professionalization of fundraising helped lay the groundwork for the second trend, the proliferation of comprehensive development programs within higher education institutions, and the third trend, increasing fundraising goals (Worth, 1993). Public universities, navigating tremendous increases in enrollment while adding new academic programs, often amid declining state funding, turned to raising philanthropic support out of necessity. Unlike private colleges and universities, which pursued philanthropic support from their beginnings, not all public institutions needed to pursue private philanthropic support upon their founding (Shay, 1993; Worth 1993). In the 1960s and 1970s, the practice of employing directors of development, in lieu of external consultants, became more prevalent. At the time, many of these directors of development reported directly to their institution's president rather than being housed in a formalized institutional advancement division (Worth, 1993). The reporting structure would change with the creation and expansion of institutional advancement divisions charged with raising philanthropic support for their respective institutions. By the early 1980s, 67 percent of public colleges or universities boasted an institutional advancement arm charged with raising philanthropic support. That figure grew to 86 percent by 1986 (Worth, 1993). As development officers were increasingly housed in divisions devoted to fundraising, institutional fundraising rapidly increased. For example, Harvard's \$2.5 million campaign goal in 1904 was ambitious at the time (Worth, 1993). By the 1990s, Harvard had launched a \$2 billion campaign. The university's heightened goal was representative of broader campaign trends, as a number of

colleges and universities joined Harvard by launching billion-dollar campaigns in the 1990s (Worth, 1993).

Continued evolution of organized fundraising practices (1975-2010). Altbach, Gumport, and Berdahl (2011) characterized the next generation (1975-2010) as ushering in a changing relationship between higher education and the federal government. During this period, institutional advancement divisions continued to become more structured and streamlined. Centralized and decentralized models emerged, and these remain prevalent in today's institutional advancement landscape (Crowe, 2011; Worth, 1993).

Introduction and growth of student affairs fundraising. The preceding sections describe the literature on student affairs fundraising, the prevalence of student affairs fundraising programs, and the organizational structures of advancement divisions to illuminate how student affairs fundraising programs fit into the broader institutional fundraising landscape.

Existing literature. The focus of fundraising in higher education institutions continues to center on academics and athletics (Crowe, 2011). Beginning in the late 1980s, literature focusing on student affairs development within the context of institutional advancement began to emerge. In the ensuing years, articles, conference presentations, book chapters, and doctoral dissertations have expanded on the topic. Although there is a lack of systematic information on the development, design, and evolution of student affairs fundraising programs, the focus of this comparative case study research, there is literature on student affairs and institutional advancement components that are relevant to the broader phenomenon of fundraising for student affairs (Crowe, 2011).

Existing literature explored the relationship between student affairs divisions and institutional advancement, higher education leaders' perceptions and attitudes about the role of

student affairs in institutional fundraising, the prevalence of student affairs fundraising programs, the organization and coordination of student affairs fundraising programs, and the challenges associated with fundraising for student affairs (Crowe, 2011). The next two sections focus on the prevalence of student affairs fundraising programs and the organization and coordination of such programs.

Prevalence of programs. There is limited literature related to the prevalence of student affairs fundraising programs led by a full-time development officer. Furthermore, the literature is generally confined to surveys of members of NASPA, which serves as a leading student affairs professional association with more than 15,000 members (NASPA, 2019). Table 1 provides a summary of the literature as it relates to the prevalence of student affairs fundraising programs led by a development officer.

Table 1

Prevalence of Student Affairs Fundraising Programs Led by a Development Officer

Author & Year	Occurrence	Methodology
Callahan, 1997	30 percent	Survey of senior student affairs officers who were members of NASPA
Hillman, 2002	30 percent	Survey of colleges and universities in Texas
Haynes, 2004	21 percent	Survey of voting delegates from NASPA
Robinson, 2020	38 percent	Website review of medium and large research universities in the Southeast

In 1997, Callahan surveyed Senior Student Affairs Officers (SSAOs) who were members of NASPA and found that 30 percent of SSAOs employed a full-time student affairs fundraiser. About seven years later, Haynes (2004) surveyed voting delegates from the NASPA directory

and found that 21 percent of the delegates employed a student affairs development officer. Of these student affairs development officers, 75 percent were full-time positions which primarily existed at public, doctoral-granting research universities.

The primary research exploring the prevalence of student affairs fundraising programs not centered on NASPA members is Hillman's (2002) study of student affairs fundraising programs within colleges and universities in Texas. Hillman (2002) found that 30 percent of these institutions employed a student affairs development officer, while only 18 percent of these development officers were employed full time. In 2002, NASPA created a knowledge group dedicated to student affairs fundraising (NASPA, 2019). Titled "Student Affairs Fundraising and External Relations," the creation of the group was emblematic of heightened interest in student affairs fundraising and the emergence of more student affairs divisions partnering with institutional advancement to start student affairs fundraising programs led by full-time fundraisers (Crowe, 2011).

More than 15 years after Hillman's (2002) survey of colleges and universities in Texas and Haynes's (2004) survey of NASPA voting delegates, the literature does not provide an updated account of the prevalence of student affairs fundraising programs led by full-time development officers. In 2011, Crowe identified several universities recognized for their success in student affairs fundraising— Miami University, Wichita State University, University of North Texas, Texas A&M University, California State University at Long Beach, University of North Carolina at Wilmington, Syracuse University, Illinois State University, University of Louisville, and Florida State University. Given Haynes's (2004) finding that public, doctoral-granting research universities were most likely to employ a full-time student affairs development officer and the fact that Crowe's (2011) list of institutions recognized for success in student affairs

fundraising generally align with this pattern, a prevailing narrative can be drawn from the literature. Although still far from being commonplace, there is a growing number of student affairs fundraising programs led by a full-time development officer and occurring mostly at public, doctoral-granting research universities (Crowe, 2011; Haynes, 2004). A limited review of student affairs fundraising programs, conducted by this 2020 study, confirmed this trend. Of the 52 universities classified as medium or large public universities in the Southeast with a high or very high level of research activity, as determined by the Carnegie Classification of Institutions, 20 universities possessed a student affairs fundraising program led by a full-time development officer (Indiana University Center for Postsecondary Research, 2018). The presence of student affairs fundraising programs at 38 percent of these institutions illuminates a continued gradual increase in the number of programs at medium or large public research universities.

Organization. Institutional advancement divisions generally adopt a centralized or decentralized organizational model (Gold et al., 1993; Hall, 1989; Kroll, 1991; Muller, 1986; Worth, 1993). In a centralized model, institutional advancement hires development officers who fundraise for institution-wide priorities. In a decentralized model, development officers are hired by a unit, college, or division and report directly to a leader within their area, such as a dean or vice president, while often having an additional reporting line to institutional advancement. The structure affords areas, such as a division of student affairs or an academic college, to fundraise for specific needs and to maintain a level of control (Evans, 1993; Garland & Grace, 1993). Few institutions have a purely centralized or decentralized model. Larger institutions often adopt decentralized models given that they employ the number of fundraisers needed to assign fundraisers to specific units. Smaller institutions regularly adopt centralized models because

employing fewer fundraisers does not generally afford the opportunity for specialization (Rhodes & Reichenbach, 1997; Schoenecke, 2005).

In discussing organizational structures for fundraising programs, Miser and Mathis (1993) noted that while the decentralized model has been successful at large and complex institutions, student affairs divisions have traditionally not been represented by a development officer. In contrast, academic affairs units and athletics departments are generally staffed with full-time development officers committed to fundraising for their respective areas (Crowe, 2011; Miser & Mathis, 1993). In a centralized model, where development officers fundraise for overall institutional needs, Miser and Mathis (1993) noted that it is imperative to have a “liaison, advocate, or expert on student affairs” to ensure that student affairs needs are understood and considered during fundraising efforts (p. 30). In a survey of student affairs fundraisers, Callahan (1997) found that of the full-time student affairs development officers, 55 percent reported through student affairs (decentralized), 32 percent reported to institutional advancement (centralized), and 13 percent reported to both offices (hybrid). Hendrix-Kral (1995) found that development officers preferred a hybrid approach while student affairs officers preferred centralized coordination.

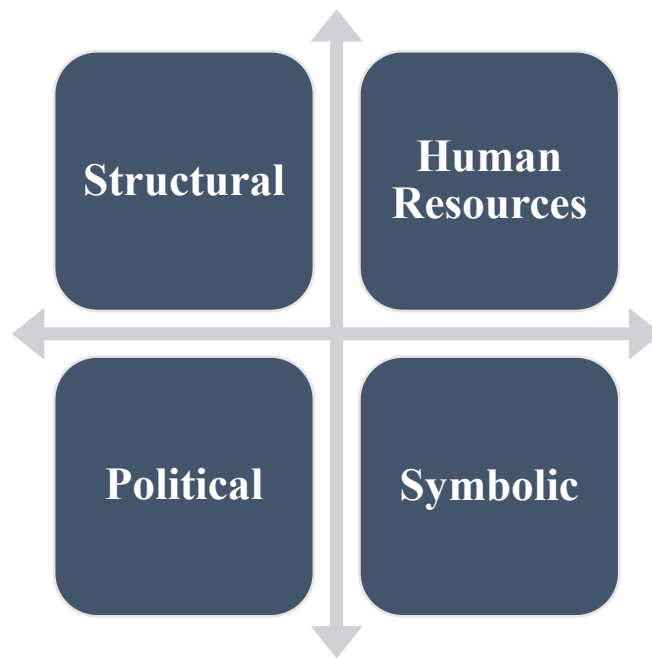
Theoretical Framework

Bolman and Deal’s (2017) theory of reframing organizations is the theoretical framework for this comparative case study of three student affairs fundraising programs. Figure 4 provides a graphical representation of these four frames. Specifically, Bolman and Deal’s four frames (2017)—structural, human resources, political, and symbolic—inform the data collection and analysis of this study. Both the case descriptions for each program and the presentation of overarching themes and patterns across the cases are categorized and presented in accordance

with Bolman and Deal's four frames. The subsequent sections describe Bolman and Deal's (2017) theory of reframing organizations, define the four organizational frames, and state the rationale for selecting the theory as the theoretical framework for this study.

Figure 4

Bolman and Deal's Four Organizational Frames



Like the institutions themselves, advancement and student affairs divisions within public research universities are large in size and complex in structure (Crowe, 2011). As it relates to creating and continuously reframing teams within complex operations, Bolman and Deal (2017) asserted that leaders must embrace multidimensional perspectives and solutions. Employing this multidimensional approach may be even more vital as it relates to building and continuously reframing student affairs fundraising programs given the scarcity of programs across the country and the limited research on the topic (Crowe, 2011; Miller, 2010). Bolman and Deal's (2017) theory of reframing organizations consists of four important organizational frames: structural,

human resources, political, and symbolic. The authors viewed these frames as a set of assumptions to help one understand and negotiate a particular environment.

To apply the theory of reframing organizations to higher education, Bolman and Gallos (2011) published *Reframing Academic Leadership*. With the theory of reframing organizations serving as the conceptual core of their book, Bolman and Gallos (2011) asserted that colleges and universities have complex missions and personnel structures and therefore require leaders who possess unique skills and understandings (Bolman & Gallos, 2011). The authors provided ideas and tools to help higher education leaders reframe their teams amid the challenges that accompany a higher education era marked by mission drift, public doubts, demographic shifts, and technological changes (Bolman & Gallos, 2011; Kezar, Chambers, & Burkhardt, 2005). The following sections provide an overview of each of the four organizational frames in Bolman and Deal's (2017) theory of reframing organizations, as visually represented in Figure 4, and further discuss the concept of organizational reframing.

Structural frame. The structural frame is grounded in two intellectual concepts: scientific management and monocratic bureaucracy. First, Frederick Taylor created the concept of scientific management, which entailed breaking tasks into smaller parts and training workers to maximize the return on every movement. The concept was broadened by other scholars to encompass authority, delegation, and span of control (Fayol, 1949; Gulick & Urwick, 1937). Second, Max Weber advocated a structural shift from patriarchy, where a leader possessed almost complete authority and power, to monocratic bureaucracy, which focused on efficiency and rationality. Weber's organizational approach of having a hierarchy of offices, establishing rules that govern performance, and basing hiring decisions on qualifications rather than family

ties or friendships were novel at the beginning of the 20th century and inform the core tenets of the structural frame (Fayol, 1949; Gulick & Urwick, 1937).

Structural frame central concepts. The structural frame refers to the architecture of an organization in terms of how organizations divide and coordinate work to achieve their strategic goals, which includes design of units and subunits, rules and roles, and goals and policies (Bolman & Deal, 2017). At an organizational level, the frame is rooted in understanding the social architecture of an organization and the consequences of that social architecture, or, in other words, understanding whether an organization's structure is helping or hindering group and organizational performance. At an individual level, the structure perspective centers on placing individuals in the proper roles and relationships. Overall, an organization's structure serves as a blueprint for both allocating and integrating tasks.

To ensure local initiatives at the individual and unit level are in alignment with system-wide goals, the structural frame holds that organizations employ both vertical coordination and lateral coordination. Vertical coordination refers to upper management directing and overseeing the work of subordinate teams through utilizing authority, policies, and planning/control systems. For example, organizations often appoint supervisors tasked with keeping the actions of their teams in alignment with organizational objectives. Vertical coordination works best when the supervisor's authority is recognized by both the supervisor's subordinates and superiors (Dornbusch & Scott, 1975). Lateral coordination is less formal and more flexible than vertical coordination and exists because behavior within organizations cannot always be influenced by authority-based practices. As such, organizations often employ informal mechanisms such as meetings, task forces, matrix structures, and networks to align individual and unit efforts with organizational goals. Both informal gatherings and formal meetings are at the core of lateral

coordination. Through these discussions, individuals share information and solve problems without navigating vertical structures, mainly various levels of management.

Structural frame metaphors. An organizational chart is the image most commonly associated with the structural frame (Bolman & Deal, 2017). However, the structural frame is more nuanced than a pyramid-shaped organizational chart consisting of boxes and lines representing position levels and responsibilities. Similar to sports teams, organizations must understand the game they are playing, factor in their playing field, and choose their structure accordingly. Successful football teams alter their structure based on their opponent and on the playing conditions. Similarly, effective organizations evolve their structure based on changes in task and circumstance. Another metaphor for the structural frame is the framework of a building. Much like a building's structure constrains what can and cannot occur inside the walls of the building, organizational structures can both enhance and constrain what can be accomplished. The social architecture of work spans the spectrum between loosely structured organizations, such as a new start-up, and a tightly structured entity, such as the post office (Bolman & Deal, 2017).

Structural frame leadership. The structural frame holds that leaders possess limitless possibilities when designing the social architecture of their organizations. When creating organizational designs, leaders should consider the concepts of diffusion, or how to allocate responsibilities across different teams and positions, and integration, or how to assimilate different efforts in pursuit of common goals (Bolman & Deal, 2017). In regard to diffusion, Bolman and Deal (2017) stated that leaders must divide work through creating roles, functions, and units. Then, leaders should activate integration by deploying appropriate vertical and

horizontal means that take into account available resources, the environment, and the talent of their team.

Bolman and Deal (2017) hold that there is not one ideal structure that all leaders should employ. For instance, leaders at Zappos and Amazon, both successful online retailers, deployed different structures to achieve their goals. Amazon was known for a tight, vertically integrated structure marked by close supervision and automated customer service. Contrarily, Zappos embraced an informal, horizontally integrated structure centered on a “holocratic” approach that promotes self-managed teams, personal interactions with customers, and a culture of happiness rather than a culture of metrics. Both Amazon and Zappos were recognized for excellence, but different environments and factors led their leaders to deploy different structures.

The structural perspective holds that organizational structures should not be constant but rather vary in response to changes in task and circumstance. Stated a different way, leaders must realize that when conditions change, structural modifications are needed (Bolman & Deal, 2017). When leaders fail to implement organizational structures that align with their goals, people, and environment, the misdirection of resources and time can occur. For example, a leader who implements a time and resource-intensive training program intended to solve problems that are actually associated with structural issues is misdirecting resources to areas unrelated to the root problem, the organization’s structure.

Human resources frame. In the early 20th century, the prevailing managerial assumption held that employees did not hold rights beyond a paycheck (Follett, 1918; Mayo, 1933). Workers were expected to work hard and to follow orders. Mary Parker Follett and Elton Mayo are viewed as the pioneers of the human resources frame. Both critiqued this prevailing managerial viewpoint, claiming the current philosophy was not only unjust but was also bad business. The

authors asserted that workers' attitudes, skills, energy, and commitment could drive an organization to succeed or fail. Follet's (1918) and Mayo's (1933) work presented a new view on the relationship between employees and organizations and provided the groundwork for the central concepts that underpin the human resources frame.

Human resources frame central concepts. Bolman and Deal's (2017) human resources frame centers on the relationship between organizations and people and holds that a skilled and motivated workforce provide organizations a competitive advantage. Organizations need people for their talent and energy, and people need organizations for the benefits that they provide. These benefits that individuals seek are both extrinsic, such as compensation, and intrinsic, such as finding purpose and pursuing mastery, in nature (Bolman & Deal, 2017; Pink, 2009). When individuals and organizations are aligned, both parties succeed. Misalignment, however, can lead to poor organizational performance resulting from disengaged staff. High-performing companies are more adept at understanding the needs of their employees, which in turn attracts talented people motivated to perform at their highest level.

The frame holds that high-involvement and high-commitment practices build and retain talented, motivated employees. In this realm, Bolman and Deal (2017) cited several organizational strategies for effective people management: build and implement a human resources strategy, hire the right people, keep them, invest in them, empower them, and promote diversity. Furthermore, the quality of interpersonal relationships across an organization is identified as a core factor in determining organizational effectiveness and individual satisfaction (Bolman & Deal, 2017).

In this global, rapidly changing economy organizations take differing approaches within the human resources frame. Some organizations opt to reduce their workforce through

downsizing, outsourcing, and employing temporary workers. The resulting gains of increased flexibility and cost savings can be offset by losing talent and employee loyalty, which can be the difference between mediocre and outstanding organizations. Other organizations have taken a different approach by investing in their staff to seek a competitive advantage through employing motivated, talented, and highly skilled employees.

Human resources frame metaphors. A horticultural analogy provides the central metaphor for the human resources frame. An effective gardener knows the specific needs of every plant. Providing each plant with the right mixture of soil, moisture, and sunlight best positions the plants for success. Each plant needs more attention at the beginning but gradually becomes more self-sufficient as it grows. Like an effective gardener, a strong leader understands and meets the needs of their team members, including understanding and delivering on team members' extrinsic and intrinsic needs to enable staff to perform at their highest levels and thereby advance the organization.

Human resources frame leadership. Bolman and Deal (2017) held that leaders who employ comprehensive strategies grounded in a long-term human resource philosophy can increase individual engagement and organizational performance. Less firmly grounded actions by leaders can lead employees to disengage, resist, or rebel, which impedes or even threatens organizational progress. Leaders play a role in each of the aforementioned seven organizational strategies for effective people management. Through the "invest in your employees" strategy, leaders empower their staff by infusing work with meaning, encouraging autonomy and participation, promoting egalitarianism, and fostering teams. For example, leaders who involve their staff in decision making increase morale and productivity while also increasing the effectiveness of each team member and promoting organizational learning (Appelbaum, Bailey,

Bergy, & Kalleberg, 2000). However, participation only works as an effective people management strategy when the level of participation exceeds a particular threshold. In other words, leaders who half-heartedly seek staff participation or come across as trying to control staff stifle potential individual or team gains.

Political frame. Sociological, psychological, and neuroscience research from the 1980s laid the groundwork for two concepts that helped shape the political frame (Bolman & Deal, 2017; Mann, 1986). First, the assumption of enduring differences holds that political activity is more prevalent amid conditions of diversity rather than in homogeneous environments where individuals share similar values and beliefs. Second, the concept of scarce resources states that politics will be more intense during difficult times. The combination of these two concepts makes power, or the ability to make things happen, a key resource. Michael Mann's sociological research states that these dynamics of conflict and power inform the way that society operates and that society consists of "multiple, overlapping, and intersecting networks of power" (Mann, 1986, p. 1). David Eaglemann's psychological and neuroscience research holds that brain activity focuses on messaging and politics outside the construct of awareness. With power being a key ingredient in society and with human brains routinely analyzing political constructs, organizational literature began exploring these elements in organizations, which led to the eventual creation of Bolman and Deal's (2017) political frame.

Political frame central concepts. The political frame refers to organizations as competitive arenas with scarce resources, competing interests, and struggles for power and advantage (Bolman & Deal, 2017). These arenas house competition and the interplay of opposing agendas and interests. Individuals often compete for titles and prestige, and departments often compete for power and resources. Although organizations are inevitably

political, factors such as the presence of shared values and the level of resources can affect the intensity of organizational politics. Bolman and Deal (2017) cited shifts in organizational politics at colleges and universities as an example. When resources are present, new buildings are designed and staff work to deliver new, innovative programs. However, when resources decline, conflict flourishes and administrators compete for control and scarce resources. The political frame holds that conflict is a constant force in organizations and that conflict neither can nor should be purged.

The authors asserted that the political frame is at the center of organizational decision making and that allocating scarce resources is one of the most important organizational decisions. As such, conflict is a central component in day-to-day organizational operations. Individuals and coalitions bargain and negotiate against competing stakeholders, with each side attempting to align decisions and available resources in accordance with their interests. In these daily interactions, power and influence are key. Individuals who solely rely on their positional power are often outmaneuvered by those who exercise additional forms of power and influence (Bolman & Deal, 2017; Kotter, 1985). Cialdini (2016) identified six techniques used by individuals to gain power and influence: reciprocity, commitment and consistency, social proof, liking, authority, and scarcity.

Political frame metaphors. Contests, arenas, and jungles are metaphors for the political frame. Much like arenas, house competitions that are structured around rules and expectations, organizations are the venue where individuals and teams interact and compete within established policies and structures. In the arena, players come and go, but the game continues. In organizations, individuals come and go, all while the organization continues forward in pursuing

its goals and objectives. There are winners and losers in arenas and organizations; not everyone is able to be victorious amid scarce resources and intense competition.

Political frame leadership. Organizations rely on managers' political skills in order to facilitate success and organizational change. The manager acting as an effective politician engages in four political skills: setting the agenda, mapping the political terrain, networking and building coalitions, and bargaining and negotiation. Through agenda setting, an effective leader formulates a vision and a strategy for achieving that vision. Studies of effective corporate leaders (Kotter, 1988), entrepreneurs (Kanter, 1983), and U.S. presidents (Smith, 1988) define setting the agenda as the first step in effective leadership. Once an agenda is set, a politically savvy leader explores the political turf to identify channels of informal communication, determine individuals with political influence, analyze ways to mobilize key players, and anticipate potential counterstrategies that others could employ. After assessing the environment, networking and building coalitions becomes critical. Success requires the cooperation of others; hence, politically savvy leaders figure out whose help they will need and then build relationships with those individuals. Next, leaders must effectively bargain and negotiate, a central component to decision making. While utilizing these four key skills, leaders face the challenge of deciding when to adopt an open and collaborative strategy versus an adversarial approach.

The political perspective employs leaders not to be satisfied with their positional power, but to compete against other contenders to gain additional types of power and a share of finite organizational resources. Leaders who attain and utilize power to their advantage are positioned to win negotiations amongst other interest groups. Ultimately, this bargaining establishes direction, structure, and policies for the organization. Leaders who harbor power and influence may or may not use their political currency constructively or justly. Constructive politicians,

however, use the aforementioned four political skills to achieve noble outcomes for their organizations.

Symbolic frame. Early dramaturgical theories introduced a view of organizations that later evolved into the creation of the symbolic frame (Boje, Luhman, & Cunliffe, 2003; Bolman and Deal, 2017). Erving Goffman introduced metaphorical comparisons between organizations and theaters (Goffman, 1974). Kenneth Burke utilized philosophy and literary criticism to create the notion of the organization as a theater (Burke, 1937; Burke, 1972). Goffman's (1974) view slightly differed, seeing organizations as theatrical rather than as theaters. Institution theorists expanded on the ideas of Goffman and Burke. DiMaggio and Powell (1983) asserted that in some contexts organizations are more concerned about perceptions than effectiveness. Staw and Epstein (2000) reported organizations' adoption of modern management techniques raised companies' perceived legitimacy and increased their CEOs' compensation even when the management techniques did not lead to increased performance. Both the dramaturgical and institution theorists' viewpoints provided a counternarrative to the traditional view of organizations as rational, closed systems and provided the theoretical foundation for Bolman and Deal's symbolic frame (Bolman and Deal, 2017; Meyer, 2008).

Symbolic frame central concepts. The symbolic perspective opposes the traditional view that placing the right individuals into the right structure is the essence of building a team. Bolman and Deal's (2017) symbolic frame holds that "the essence of high performance is spirit" and that contemporary organizations often find themselves in peril due to "a crisis of meaning and faith" (p. 277). The frame encompasses how individuals make meaning amid complex and ambiguous environments (Bolman & Deal, 2017). After all, organizations are evaluated on appearance as much as on outcomes. Within organizations, symbols are presented in multiple

forms. Vision, values, and myths promote clarity and direction in the presence of confusion and uncertainty. Heroes serve as powerful organizational icons. Ceremonies and rituals provide forums to recognize success and to face disaster. Humor, metaphor, and play facilitate an escape, shifting focus from oftentimes deflating facts and logic to creative alternatives. These symbolic elements and activities serve as internal glue. Over time they shape an organization's culture and identity, provide the purpose and resolve needed to mold diverse and factious groups of individuals into successful teams, instill internal staff with belief and meaning, and conjure confidence and support from external constituents (Bolman & Deal, 2017).

Symbolic frame metaphors. The organization as a theater serves as the central metaphor for the symbolic frame. In theater, the happenings on stage are covered in perception. Viewers evaluate the performers based on their appearance and their adherence to the expected script. Theater engenders emotions that creates a shared understanding for the present and a collective vision for a more promising future. Bolman and Deal (2017) hold that organizations are similar. Organizations are judged on appearance and whether that appearance aligns with expectations of various stakeholders. The organizations that present their vision and products with dramatic flair, tell good stories, and highlight personal commitment fare better than organizations that solely share technical and financial analyses. The same holds true in theater: performance and drama stand out above data and logic.

Symbolic frame leadership. Amid high turnover rates and limited resources, managers are not only responsible for the bottom line but are also charged with building team spirit and instilling faith and purpose. Leaders who unite individuals among a shared faith and a shared culture fulfill a deeper purpose than simply overseeing the budget and responding to individual

needs. These leaders create a community of believers under the aforementioned shared faith and shared culture, which Bolman and Deal (2017) connect to attaining peak team performance.

To help staff justify their work by seeing the broader purpose and the achievement of intended outcomes, managers can employ theatrical and figurative strategies to change the approach to planning, performance appraisals, and meetings. Planning is an essential ceremony that leaders facilitate to maintain legitimacy. The plan becomes a decoration displayed with pride, and strategic plans carry an even higher status. Through planning, leaders signal that all is well, and that a bolder, brighter vision is on the horizon. Performance appraisals signal that the leader invests in improvement and values performance. Leaders can recognize staff, build new beliefs, and provide participants with an opportunity to share their opinions. Though there is doubt whether the practice leads to improvements, leaders can use performance appraisals as a powerful ritual to calm anxieties and signal the pursuit of continuous performance. Meetings may not always facilitate rational discourse or foster improvement. Yet, leaders can use meetings as an expressive occasion that promotes team bonding, adds excitement to work, and provides individuals an opportunity to practice their delivery amid the drama.

Organizational reframing. Shifting environmental factors, evolving institutional priorities, organizational growth, and leadership transitions cause organizations to continuously reframe (Bolman & Deal, 2017). Dunford and Palmer (1995) and Birnbaum (1992) asserted that manager and leader effectiveness is linked to their ability to utilize multiple frames. Bolman and Gallos (2011) held that higher education leaders can train themselves to see their role, unit, and institution more broadly. Institutional advancement, divisions of student affairs, and, more specifically, student affairs fundraising programs are impacted by all of the factors that necessitate the need to continuously reframe (Bolman & Deal, 2017; Bolman & Gallos, 2011).

Therefore, it is important to apply these frames to studying the development, design, and evolution of student affairs fundraising programs.

Literature on the theoretical framework. Bolman and Deal's (2017) theory of reframing organizations, and more specifically the authors' four organization frames, was selected as the theoretical framework for this study due to the frames' incorporation of multiple theoretical perspectives grounded in a variety of disciplines, extensive use in higher education research, and usefulness in providing a multi-faceted lens to analyze complex organizations (Phillips & Baron, 2013; Solis, 2017; Zai, 2015). As outlined in Table 2, this section describes seven recent studies within higher education that utilized Bolman and Deal's (2017) four frames and are relevant to this study's use of the framework based on their topics, methodology, and/or rationale for selecting this theoretical framework.

Albino (2013) employed Bolman and Deal's (2017) four organizational frames to conduct a single case study centered on the actions and decisions of Pennsylvania State University leadership surrounding a former assistant football coach's conviction of sexual abuse and the ensuing resignation of the university president and the head football coach. The author also cited Bolman and Gallos's (2011) work, asserting that leadership in higher education can be approached through utilizing one or more of Bolman and Deal's (2017) four frames. Albino (2013) concluded that Pennsylvania State University's president and board of trustees' leadership style aligned with the political frame, a stark contrast to their head football coach's leadership style rooted in the symbolic frame. Albino's (2013) utilization of Bolman and Deal's (2017) four organizational frames to study the actions and decision making of university leaders through a single case study possesses parallels to this study. Both studies employ Bolman and Deal's (2017) frames as a lens for understanding leaders' approach to decision making within

complex higher education institutions. Much like Albino's (2013) case study utilized Bolman and Deal's (2017) frames to study actions and decisions traversing multiple university entities, this study utilizes the same organizational frames to explore student affairs fundraising programs that traverse multiple university divisions.

Table 2

Relevant Literature That Utilized Bolman and Deal's Four Organizational Frames

Author(s) & Year	Methodology	Use of Bolman & Deal's Four Frames
Solis, 2017	Comparative Analysis	Reviewed leadership styles of college presidents within the California State University system
Carlson, 2016	Cross Case Analysis	Explored the capital debt approval process of three private colleges in Massachusetts
Stuart, 2015	Multiple Case Study	Examined how four academic libraries at public research universities in Florida reframed between 2010 and 2015
Zai, 2015	Literature Analysis	Analyzed and interpreted historical and current literature on the general education curriculum at specific colleges and universities
Albino, 2013	Case Study	Studied actions of leadership amid the sexual abuse crisis at Pennsylvania State University
Phillips & Baron, 2013	Survey	Examined the effectiveness of program leaders at higher education institutions within the University Aviation Association
Swan-Sein, Mellman, Balmer, & Richards, 2012	Reflective Analysis	Studied the Columbia University College of Physicians and Surgeon's advisory dean program

Zai (2015) analyzed and interpreted historical and current literature on the general education curriculum at private and public, not-for-profit, four-year, bachelor's degree-granting

colleges and universities in the United States utilizing Bolman and Deal's (2017) four organizational frames. The researcher stated the difficulty of examining a broad and complex topic through a single theoretical perspective and therefore selected the four organizational frames to conduct a multifaceted analysis on a complex topic (Zai, 2015). After analyzing and interpreting the literature through Bolman and Deal's (2017) four frames, Zai (2015) concluded that it is unlikely that the historically stable general education curriculum will persist in its current form given economic and political conditions. Much like Zai (2015) employed Bolman and Deal's (2017) four organization frames to analyze a broad phenomenon within higher education, this research employs the same theoretical approach to analyze the phenomenon of student affairs fundraising programs. Zai's (2015) rationale for selecting Bolman and Deal's (2017) theory of reframing organizations mirrors the central reasoning for revolving this study around the same theoretical framework. The theory affords the opportunity to examine a complex topic through one theoretical perspective that provides four multifaceted frames that are grounded in a variety of theoretical disciplines (Bolman & Deal, 2017; Zai, 2015).

Swan-Sein, Mellman, Balmer, and Richards (2012) conducted a reflective analysis to study the Columbia University College of Physicians and Surgeon's advisory dean program, which was defined as supporting students' academic progress through better connecting students and faculty and by improving career advising. The authors utilized Bolman and Deal's (2017) four frames to guide their interpretation and analysis of student surveys, program leader reflections, dean interviews, and meeting agendas (Swan-Sein et al., 2012). Swan-Sein et al. (2012) referenced the theory's wide use in organizational and leadership studies within education as their rationale for selecting Bolman and Deal's (2017) theory of reframing organizations as

their guiding theoretical framework. The results of the study were reported in accordance with the four organizational frames. Key findings included the need to align the program with student support services (structural frame), the importance of selecting and training replacement deans (human resources frame), the program leaders' need to protect deans' time to ensure strategic participation (political frame), and the school's ability to use the program as a symbol of its commitment to building meaningful relationships between students and faculty (symbolic frame). The authors' use of Bolman and Deal's (2017) frames in studying a program within higher education that traverses academic affairs and student affairs mirrors this study's use of the frames to study a higher education program that traverses student affairs and institutional advancement.

Solis (2017) conducted a comparative analysis of the leadership styles of college presidents within the California State University system and their effectualness on institutional governance. Citing Bolman and Deal's (2017) research as seminal literature in leadership studies, Solis (2017) utilized the authors' four frames to compare California State University system presidents' approaches to governance. Bolman and Deal's (2017) Leadership Orientation Instrument-Self was used to determine the presidents' leadership orientation to each of the four frames, and individual interviews provided further details on the presidents' leadership approaches. Solis (2017) concluded that the college presidents most commonly utilized Bolman and Deal's (2017) symbolic and human resources frames, though the presidents shifted frames to align with differing situations and environments. Both Solis's (2017) comparative research and this study utilize Bolman and Deal's (2017) four frames as lenses for comparing multiple cases; Solis's (2017) individual cases were college presidents and the individual cases for this study are

student affairs fundraising programs. Solis's (2017) citation of the frames as seminal leadership literature and use of the frames to conduct a comparative analysis within higher education affirms this study's approach to utilizing the frames to study two student affairs fundraising programs.

Phillips and Baron (2013) utilized Bolman and Deal's (2017) four frames to examine the effectiveness of program leaders at higher education institutions within the University Aviation Association. The researchers selected Bolman and Deal's (2017) four frames as their theoretical framework due to the frames' extensive use in higher education research, the frames' incorporation of diverse leadership theories, and the frames' adaptability to diverse and complex environments such as aviation and higher education. The Leadership Orientation Instrument-Other was used to measure faculty and staff perceptions of the effectiveness of their respective leaders as well as their perceptions of their respective leaders' utilization of the four frames. Phillips and Baron (2013) found that program leaders who utilized two or more frames scored higher in perceived leadership effectiveness and that program leaders' primary leadership frame did not correlate to their perceived leadership effectiveness. Phillips and Baron (2013) utilized Bolman and Deal's (2017) frames to examine aviation program leaders, whereas this study utilizes the frames to examine two programs within higher education, which includes but is not limited to studying individual leaders. Nonetheless, Phillips and Baron's (2013) use of the frames to study leaders operating at the intersection of two diverse and complex industries, aviation and higher education, is similar to this study's use of the frames to study programs at the intersection of two complex divisions within higher education, student affairs and institutional advancement.

Stuart (2015) conducted a qualitative, multiple case study to examine how four academic libraries at public research universities in Florida reframed between 2010 and 2015 amid a downturn in financial support, heightened demands for accountability, and changes in technology. Bolman and Deal's (2017) four frames guided both the data collection—document review, site observations, and individual interviews—and analysis of the study. Stuart (2015) employed the four frames as the theoretical framework based on their comprehensive nature and their ability to be used to understand multiple aspects of a complex organization with interrelated parts. The frames were used to break apart the chaotic changes occurring at each library, analyze the changes through the lens of each frame, merge the findings in each frame to provide an overview of the change management process within each library, and then compare findings across the libraries through the lens of each frame. Stuart (2015) concluded that each library exhibited multiple changes across each of Bolman and Deal's (2017) four frames. The researcher's rationale for utilizing the frames to understand complex organizations with interrelated parts mirrors this study's rationale for using Bolman and Deal's (2017) four frames. Furthermore, Stuart's (2015) employment of the frames as a theoretical framework in a comparative case study provides the groundwork for this study's use of the frames for a comparative case study exploring two student affairs fundraising programs.

Carlson (2016) used Bolman and Deal's (2017) four frames to explore the capital debt approval process of three private colleges in Massachusetts that approved building construction projects funded by tax-exempt capital debts. A qualitative, cross-case analysis was conducted and consisted of document review and individual interviews with each college's president, chief financial officer, and the treasurer of the board of trustees. Carlson (2016) presented individual case descriptions, analyzed each case through the lens of the four frames, and described themes

across the cases. The presented findings underscored the importance of utilizing multiple frames throughout the capital debt approval process. Carlson (2016) cited multiple studies' use of Bolman and Deal's (2017) four frames in studying leader effectiveness and decision making within an educational context as the rationale for utilizing the frames as a theoretical framework. Carlson's (2016) use of the four frames to study and compare three cases aligns with this study's use of the frames to conduct a comparative case study exploring two student affairs fundraising programs. Additionally, Carlson's (2016) deployment of the frames to study a complex institutional process involving multiple constituents is similar to this study's use of the frames to study fundraising programs that transverse both institutional advancement and student affairs.

Summary

Understanding the evolution of fundraising in American higher education, the introduction and growth of student affairs fundraising, and organizational development theory of reframing organizations is a necessary precursor to understanding the development, design, and evolution of student affairs fundraising programs. The preceding sections identified the context for how student affairs fundraising fits into the larger fundraising landscape in American higher education and presented Bolman and Deal's (2017) theory of reframing organizations, which serves as the theoretical framework for this study.

CHAPTER 3: METHODOLOGY

Research Design

In 2002, NASPA established what was likely the first professional association group for student affairs fundraising practitioners (NASPA, 2019). The development of this Student Affairs External Relations Knowledge Community focused on identifying and sharing best practices in student affairs fundraising was emblematic of increased interest in student affairs fundraising programs (NASPA, 2019). The study updates the comparative case study literature on student affairs fundraising by exploring the development, design, and evolution of two student affairs fundraising programs to identify practices to benefit both existing student affairs fundraising programs and institutions seeking to establish such programs. Given the need to explore these programs in depth, with attention to detail and context, the study employs the qualitative research paradigm. The qualitative research design allows for an in-depth and detailed overview of the selected student affairs fundraising programs. The depth results from conducting interviews with multiple participants, which affords the researcher the ability to consider multiple perspectives related to the investigated phenomenon (Schwandt, 1998).

Research Method

The research method is a qualitative comparative case study featuring two cases, hereinafter referred to as Program A and Program B. A qualitative comparative case study involves conducting individual case studies and then comparing findings and themes across the individual cases (Stake, 2006). The methodology is appropriate given that multiple cases are needed to answer the research questions; additionally, comparative case studies are especially effective when studying complex organizations (Creswell et al., 2007; Stake, 2006).

Comparative case study research falls within the same methodological framework as a single

case design, with the main difference being that a comparative case study focuses on understanding the phenomenon being studied from a collective experience with multiple cases instead of from a singular experience through an individual case (Yin, 2018).

A case is defined as a “bounded system,” which in this study represents student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018; Johnson & Christensen, 2012, p. 395). Yin (2018) recommended that a case study’s time boundaries align with the study’s research questions. The time boundaries for this comparative case study are the dates when each student affairs fundraising program was beginning to be developed to the final date of data collection for this study, which afforded the opportunity to fully understand the development, design, and evolution of the student affairs fundraising programs as stated in the study’s research questions.

Analyzing two cases provides a greater breadth of information, affords the opportunity to compare and contrast cases, and leads to a higher confidence in the research findings (Johnson & Christensen, 2012; Yin, 2009). Both intra-institutional analysis, the separate analysis and presentation of each individual case, and inter-institutional analysis, the joint analysis and presentation of themes and patterns across the two cases are presented in Chapter 4 (Stake, 2006; Yin, 2009). The findings are organized and reported under headers for each of Bolman and Deal’s (2017) four frames: structural, human resources, political, and symbolic. Chapter 5 includes a discussion of the case study findings and implications for practice.

Setting

The setting for this qualitative, comparative case study is two student affairs fundraising programs, each employing a full-time development officer, at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018). The researcher sought to conduct eight to 12 interviews, four to six interviews per case study with two interviews occurring with each of the senior-most student affairs fundraisers and the remaining interviews occurring with individuals identified through snowball sampling to fill any gaps in data collection to ensure that both research questions could be thoroughly addressed (Cohen & Crabtree, 2006; Miles & Huberman, 1994). The interviews with the senior-most student affairs fundraisers, as well as interviews with participants selected via snowball sampling, took place over the phone or through a video conference platform. To provide the opportunity to visit each site, the Southeastern region of the United States, as defined by the Carnegie Classifications, served as the geographic boundary for this study (Indiana University Center for Postsecondary Research, 2018). However, due to the majority of the interviews being conducted during the COVID-19 pandemic, the researcher was unable to visit each site.

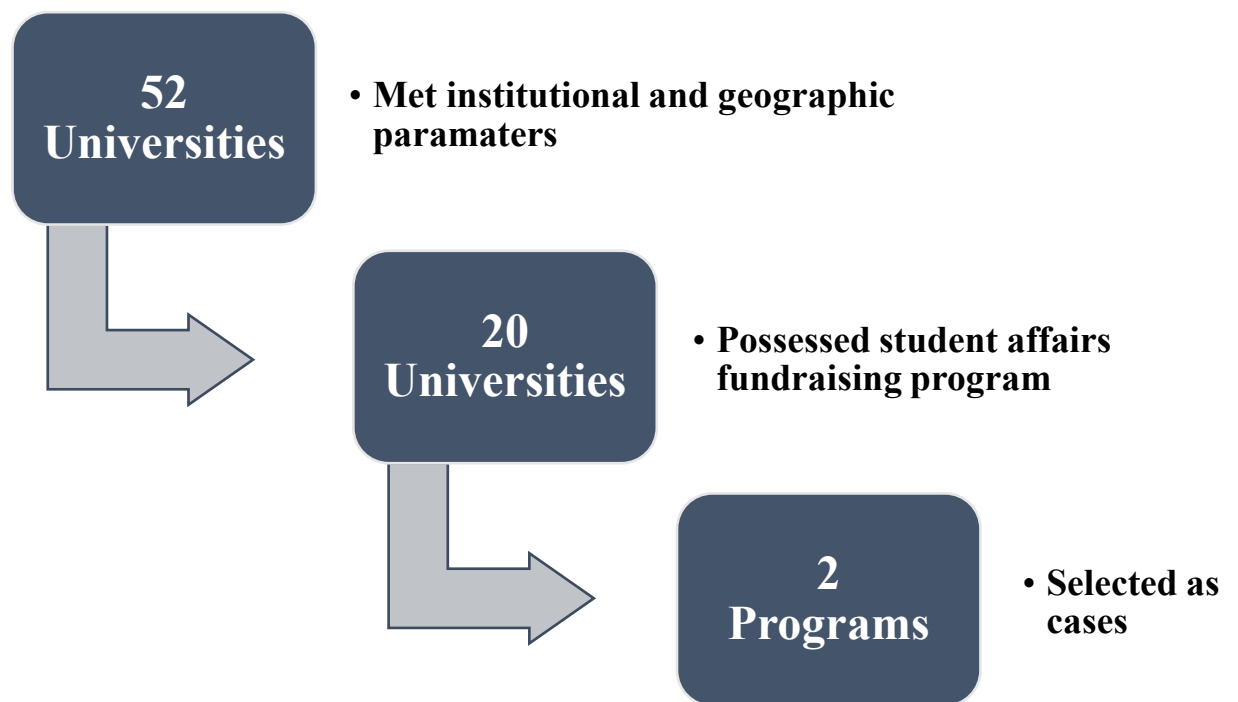
Population and Participants

The population for this study consisted of all student affairs fundraising programs led by a full-time development officer within universities classified as medium or large public universities in the Southeast with a high or very high level of research activity as determined by the Carnegie Classification of Institutions (Indiana University Center for Postsecondary Research, 2018). Figure 5 provides a graphical representation of the process for selecting participants for this study. Of the 52 universities that met the stated institutional and geographic

parameters, 20 universities possessed a student affairs fundraising program led by a full-time development officer. The presence of a student affairs fundraising program led by a full-time student affairs development officer was determined through website research and consultation with NASPA's Student Affairs Fundraising and External Relations Knowledge Community, a professional subgroup focused on student affairs fundraising (NASPA, 2019).

Figure 5

Process for Selecting Participants



Several factors were considered when selecting the two individual cases for this study out of the population of 20 student affairs fundraising programs. These factors included each program's student affairs fundraising attainment for Fiscal Year 2019, its development officer or officers' cumulative years of experience fundraising for student affairs at their institution, and the program's number of years in existence. The goal was to study student affairs fundraising programs that raised extensive philanthropic support in Fiscal Year 2019, possessed a

development officer or officers with multiple years of student affairs fundraising experience at their institution, and had been in existence for multiple years. Guidelines for selecting the two cases were defined to prepare for unrealized occurrence of more than two qualified programs agreeing to participate in the study. In this event, each student affairs fundraising program would have been ranked in each of these three categories based on their provided responses. Then, the two programs with the highest cumulative ranking would have been selected as the two individual cases for this study.

Yin (2018) stated that comparative case study research employs replication logic, seeing if significant findings from one case are present in other cases, rather than sampling logic, determining the population and then utilizing a statistical procedure to select a subset to be studied in hopes of generalizing findings to the broader population. Case studies are not positioned to determine the prevalence of a phenomena in the broader population because the number of case studies required to accomplish this feat would be impossibly large (Yin, 2018). However, comparative case study research is still a valuable research method for seeing if key themes from one case are present in the other cases, which is one of the purposes of this study (Yin, 2018).

Yin (2018) recommended that individual cases be selected based on the study's research questions. The study explored the development, design, and evolution of student affairs fundraising programs through the lens of Bolman and Deal's (2017) theory of reframing organizations. Bolman and Deal's (2017) theory held that leaders of organizations with complex missions and structures need to understand their organization through four organizational frames—structural, human resource, political, and symbolic—before they can “break frames” (p. 12) and implement change. With the first research question focused on the influence of historical

factors, Bolman and Deal's (2017) four frames provided a lens for understanding the historical factors that influenced the development and design of the programs. Then, with the second research question focused on the ways, if any, that the programs evolved since their inception, Bolman and Deal's (2017) four frames provided a lens for understanding the ways in which the programs evolved.

Bolman and Deal's (2017) four organizational frames—structural, human resources, political, and symbolic—guided both the data collection and data analysis. For data collection, the interview questions were developed based on the two research questions (Appendix A) and the four organizational frames (Appendix B). For data analysis, the interview transcripts were analyzed using the four frames. Both the presentation and analysis of individual cases and the cross case synthesis are reported and organized in accordance with Bolman and Deal's (2017) four frames.

Data Collection

To provide triangulation and to strengthen trustworthiness, multiple individual interviews were conducted (Johnson & Christensen, 2012). The senior-most student affairs development officer for each selected case, as well as individuals selected through snowball sampling to fill gaps in data collection, were interviewed, utilizing an in-depth, semi-structured, open-ended format. Of the seven conducted interviews, five interviews occurred via phone and two interviews occurred through the Zoom video conference platform.

Procedures

IRB approval was sought and granted (IRB ID: STUDY00001343) by the home institution, which approved the interviewing of participants at the two other universities (Appendix C). A spreadsheet was created that listed the 52 universities that met the stated

institutional and geographic parameters based on the Carnegie Classifications (Indiana University Center for Postsecondary Research, 2018). Websites for each university were reviewed to determine the population for this study, the 20 universities that met the institutional and geographic parameters and possessed a student affairs fundraising program led by a full-time development officer.

The senior-most student affairs fundraisers within each of these 20 student affairs fundraising programs received an email stating that they would receive an upcoming invitation to participate in this study. The second email, the invitation for participation, outlined the requirements for participation and requested the following data points: their student affairs fundraising attainment for Fiscal Year 2019, their student affairs development officer or officers' cumulative years of experience fundraising for student affairs at their institution, and their number of years in existence as a student affairs fundraising program. Of the 20 senior-most student affairs fundraisers contacted, 14 individuals did not respond, four respondents declined to participate based on reportedly not being positioned to provide information that aligned with the study's research questions, and two respondents agreed to participate. The two programs, Program A and Program B, met the stated requirements for participation. Had more than two programs agreed to participate and met the stated requirements, the two programs that possessed the highest cumulative ranking, based on their provided data points in the three aforementioned categories, would have been selected as the two cases for this study.

Upon confirming participation of the two cases, an estimated timeline for the study, as described in Table 3, and potential dates and times for the initial interview were provided to the director of development for student affairs for Program A and the director of development for student affairs for Program B. Interview questions were determined in consultation with experts

in the field and were aligned with the study's research questions and Bolman and Deal's (2017) four frames—structural, human resources, political, and symbolic. At the initial interview with each director, the study's procedures and timeline, the directors' desired level of anonymity, and the directors' recommendations for additional interview participants (snowball sampling) were discussed. Following the two initial interviews, an email updated the directors on the remaining timeline of the research and stated that the researcher would be in contact to schedule their final interview following the completion of the additional interviews connected to their program.

Table 3

Timeline for Data Collection

Data Collection Method	Purpose	Timeline
Initial interviews with director for each program	Perceptions of the cases	February 2020
Additional participant interviews	Address gaps between the information collected and the research questions	February-May, 2020
Researcher review of transcripts from interviews	Validity and reliability	February-May, 2020
Follow-up interview with director for each program	Clarification and additional details	March-May, 2020

Interview requests were emailed to prospective additional interview participants that were recommend by the director for Program A and the director for Program B. The requests described the study, defined participant responsibilities, and provided potential dates and times for a phone or video interview. For Program A, the desired two additional participants were secured. Interviews with a senior leader in university development and a senior leader in student affairs were scheduled and conducted. For Program B, the desired third participant was not

secured. An interview with a former senior leader in student affairs was scheduled and conducted. It is important to note that the majority of interview request were issued during the COVID-19 pandemic, which may have contributed to the inability to attain the desired third participant for Program B. At the interviews, the study was further described along with the participants' desired level of anonymity. Additionally, any gaps between the data collected and the research questions were described, and the interview participants were asked to recommend additional participants that could address the stated gaps. The snowball methodology was used to identify individuals whose insights could provide information aligned with the research questions (Cohen & Crabtree, 2006; Miles & Huberman, 1994).

The interview sequence for Program A included an initial interview with the director of development for student affairs, an interview with a senior leader in university development, an interview with a senior leader in student affairs, and a final interview with the director of development for student affairs. The interview sequence for Program B included an initial interview with the director of development for student affairs, an interview with a former senior leader in student affairs, and a final interview with the director of development for student affairs. All seven interviews were recorded on a phone, on a physical recording device, and on an online recording device for redundancy purposes. The recordings were uploaded and saved electronically to the researcher's computer. Next, the recordings were submitted for transcription to Rev, a professional transcription provider. Once transcriptions were received and verified, all audio file versions were deleted. All data was password protected and/or kept in locked file cabinets.

Analysis

The overarching strategies for content analysis are outlined in Table 4 and are further described below. The process of content analysis was used to analyze the data collected for both research questions, as were case descriptions and cross case synthesis (Patton, 2002; Yin, 2018). Yin (2018) stated that the purpose of many case studies is to primarily produce case descriptions, which aligns with one of the goals for this research. Chapter 4 first presents case descriptions for each case study, including details, themes, and patterns for each individual case. The individual case descriptions are organized and presented in accordance with Bolman and Deal's (2017) four frames—structural, human resources, political, and symbolic. Next, overarching themes and patterns across the cases are presented, also in accordance with Bolman and Deal's (2017) four frames. These themes and patterns were identified through cross case synthesis, which Yin (2018) defined as “examining the results for each individual case study, and only then, observing the pattern of results across the case studies” (p. 284).

Table 4

Research Questions Aligned with Data Collection and Analysis

Research Questions	Data Collection	Analysis
How have historical factors shaped the development and design of the two investigated student affairs fundraising programs?	Open-ended interviews	Content analysis, case descriptions, cross case synthesis
In what ways, if any, have the two investigated student affairs fundraising programs evolved since their inception?	Open-ended interviews	Content analysis, case descriptions, cross case synthesis

Saldana (2009) and Patton (2002) held that coding procedures should reflect the uniqueness of the study and the study's research questions. Rubin and Rubin (2012) and Saldana's (2009) process for coding and analysis for a priori themes, in this case Bolman and Deal's (2017) four frames, and for emergent themes was followed. A priori themes refer to themes identified prior to conducting the research, and emergent themes refer to patterns that arise during the data analysis (Rubin & Rubin, 2012). Informed by Rubin & Rubin (2012) and Saldana's (2009) work, the process for coding and analysis for this research consisted of three steps. First, the seven interview transcripts were reviewed a minimum of three times to develop descriptive categories, which are short phrases to categorize the data. Saldana (2009) recommended this process as a first step for novice qualitative researchers. Second, per Saldana's (2009) process, the initially identified broader descriptive categories were refined to better categorize the data. Codes were dropped due to marginality and codes were merged out of similarity. Third, Saldana's (2009) process of theoretical coding was employed to align the codes, identified in the first round of analysis and honed during the second round of analysis, with Bolman and Deal's (2017) structural, human resources, political, and symbolic frames, which served as the four a priori themes for this study. Additionally, the codes were aligned with the study's two research questions. A codebook was used to organize the codes and define their parameters of use (Miles & Huberman, 2014). Both the codebook for Program A (Appendix D) and the codebook for Program B (Appendix E) are included.

Interviews. The interviewees for Program A and for Program B and the process for scheduling and conducting the interviews was described in the previous procedures section. Additionally, further details about each interviewee are outlined in Chapter 4. Beyond the two interviews with the director of development for student affairs for Program A and the two

interviews with the director of development for student affairs for Program B, snowball sampling was utilized to identify additional participants with knowledge of the investigated student affairs fundraising programs. Cohen and Crabtree (2006) defined snowball sampling as utilizing known individuals to recommend other individuals who may possess information about the phenomenon being studied. Given the breadth and depth of data needed to address the development, design, and evolution of two student affairs fundraising programs, snowball sampling was selected as the most efficient strategy to attain the data needed to comprehensively address the research questions. The snowball sampling was conducted in two stages. First, the director for each case recommended additional participants to share information aligned with the study's research questions. Second, the recommended individuals who completed an interview were asked to recommend additional participants who could be positioned to address gaps between the data collected and the study's research questions. A total of four interviews were conducted for Program A and three interviews were conducted for Program B. Literature on snowball sampling does not recommend a specific number of interviews (Cohen & Crabtree, 2006; Miles & Huberman, 1994). The four interviews for Program A and the three interviews for Program B provided the necessary data to thoroughly answer the research questions. Conducting additional interviews would have proved challenging given the time and resources of a single researcher. Additionally, the fact that the majority of potential interviewees were contacted during the COVID-19 pandemic likely contributed to the researcher's inability to secure the desired third participant for Program B.

An in-depth, semi-structured, open-ended format was used to conduct the interviews. Fontana and Frey (2000) defined this interview structure as understanding "complex behavior" without "imposing a prior categorization" that could limit the scope of findings (p. 653). Based

on each investigated student affairs fundraising program's years in existence and each interviewee's years of service, all interviewees were not positioned to address both research questions. As such, each interviewee's responses to the introductory interview questions were used to determine whether they possessed more knowledge of the historical factors that influenced the development and design of the program (RQ1) or of the evolution of the program since inception (RQ2). The interviewee was then asked questions that aligned with their area of knowledge prior to being asked questions that likely fell beyond their experiences. The interview technique built rapport and trust with each interviewee prior to exploring topics that likely fell beyond their breadth of knowledge. The interview questions were developed in accordance with the study's two research questions and Bolman and Deal's (2017) four organizational frames. "How" questions rather than "why" questions were used to build and maintain a trusting relationship with the interviewees, and the questions adhered to Yin's (2014) five levels of case study research questions.

Interviews were audio recorded to capture verbatim responses, which were transcribed by a professional transcriber to promote accuracy and trustworthiness (Patton, 2002). Descriptive and reflective notes were recorded during the interviews to document observations and identify areas for further exploration while following the planned framework for the interview (Creswell, 2013; Patton, 2002). A review was conducted immediately following each interview to promote reliability and data authenticity (Patton, 2002). Reflections on the interview, areas where self-reflexivity may have impacted the interview, and views on the success of the interview were recorded (Patton, 2002). Audio recordings were reviewed to address issues of reflexivity and to identify verbal cues and/or subtleties that did not appear in the transcript and may not have been identified in the interview or post-interview review process (Yin, 2018).

Qualitative content analysis techniques were used to review the interview transcripts to determine codes, themes, and categories for each case (Patton, 2002). Rubin and Rubin (2012) and Saldana's (2009) previously described process for coding and analysis for a priori themes and for emergent themes guided the review of interview transcripts. Saldana's (2009) guidelines for reviewing transcripts two or more times to foster deeper reflection on patterns and themes was followed. Patton's (2002) hermeneutics perspective of "relating parts to wholes, and wholes to parts" was deployed to organize the findings into Bolman and Deal's (2017) four organizational frames.

Role of the Researcher

In qualitative research, the researcher serves as the data collection instrument, acting as both an observer and participant in the study (Denzin & Lincoln, 2000; Patton, 2002). Patton acknowledged that the qualitative researcher's perspective informs the researcher's findings. As such, it is important to document the researcher's self-awareness and to bracket this self-awareness, to strengthen the research method (Patton, 2002).

The researcher has worked in both student affairs and institutional advancement at large public research universities. After receiving his Master of Arts in Higher Education and Student Affairs from the University of Connecticut (UConn) in 2012, he worked for approximately five years in various career counseling, program management, and employer relations positions within student affairs under the umbrella of career services. Over this timespan at three different institutions—UConn, University of North Carolina at Charlotte, and University of Central Florida (UCF)—he experienced funding challenges, observed a prevalence of fundraising activity in academics and athletics, and observed a lack of fundraising activity in student affairs.

In 2016, the author transitioned from working in student affairs at UCF to working in institutional advancement. As the assistant director for leadership annual giving, he served as a front-line fundraiser charged with raising philanthropic gifts between \$1,000 and \$24,999. As a university-wide fundraiser, he represented all units at UCF, including student affairs. The researcher quickly realized that like most universities, UCF's fundraising structure was geared toward raising philanthropic support for academics and athletics versus student affairs.

Approximately two years later, he was promoted within institutional advancement to serve as the associate director of regional and university-wide initiatives. His title was later elevated to director of regional and university-wide initiatives. In both roles, he focused on raising major gifts (\$25,000+) from alumni, parents, and corporations in his assigned geographic territories of North Carolina, Tennessee, and South Florida. As a regional and university-wide fundraiser, he fundraised for all areas of the institution, including academic units, athletics, and student affairs. His regional and university-wide team members served as partial liaisons to select units that were not represented by a full-time development officer. He served as a partial liaison to student affairs, and as such, spent an average of five hours per week fundraising for student affairs priorities. Unlike UCF development officers who served as full-time fundraisers for their assigned unit, the researcher was not embedded in his unit, he did not have a partial reporting line to his unit, nor was fundraising for his unit his primary focus. The researcher saw the opportunity for the development of a robust student affairs fundraising program under the direction of a full-time student affairs fundraiser and also experienced the challenges he or she would face in creating such a program. In 2020, during the final stages of writing this dissertation, the researcher became the director of development for the Crummer Graduate School of Business at Rollins College. Through this role, he serves as the chief fundraiser for the

business school and has a direct reporting line to the associate vice president for advancement and a dotted reporting line to the dean of the graduate business school.

At UCF, with no full-time fundraiser devoted to student affairs, the researcher experienced the challenges of fundraising for student affairs when doing so was a secondary priority. As a result of these experiences, and from reviewing the literature, the author believes the way to advance student affairs fundraising is to employ a full-time fundraiser focused solely on raising philanthropic support for student affairs. As such, the researcher centers this comparative case study on exploring the development, design, and evolution of student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018).

Assumptions, Limitations, and Delimitations

It is important to define assumptions, beliefs brought by the researcher; limitations, factors beyond the researcher's control; and delimitations, boundaries set for the study (Creswell, 2013). There were two central assumptions for this study. First, the study assumed that the data collected from the interviews would lead to a comprehensive understanding of the development, design, and evolution of the investigated student affairs fundraising programs. Based on each investigated program's years of existence and the interviewees' unique years of involvement with their respective program, data from multiple individual interviews was needed to fully answer both research questions. The study assumed that this data collection method would acquire the data needed to fully answer both research questions. Second, the study assumed that the interviewees would be open and honest in their responses and that snowball sampling would successfully identify individuals, beyond each program's current senior-most student affairs

fundraiser, who were positioned to speak to the study's research questions and were willing to be interviewed.

The selected comparative case study methodology, like any methodology, carried certain limitations. The findings, often referred to as "principles of practice," may be relevant to student affairs fundraising programs operating within similar contexts but are not generalizable to all student affairs fundraising programs (Patton, 2002, p. 564). The inability to extend the determined "principles of practice" across all student affairs fundraising programs represents a limitation for this study. Further research would be needed to determine if these "principles of practice" represent trends or patterns across the breadth of student affairs fundraising programs. However, given that most student affairs fundraising programs occur at medium or large research universities, it is likely that the findings will be relevant to most student affairs fundraising programs (Crowe, 2011). Additionally, the comparative case study methodologies link to heuristic inquiry, whereby the researcher acts as the data collection instrument, which can lead to certain limitations based on the researcher's beliefs and backgrounds (Patton, 2002). Per Patton's (2002) recommendation, the researcher's viewpoints and experiences related to this study are bracketed in the preceding section. Finally, the selected data collection methods also carry limitations. Data from the open-ended interviews may be influenced by institutional or political factors related to the interviewee's current or former role and by the interviewee's recount of their experiences (Patton, 2002).

In terms of delimitations, the two selected cases represent student affairs fundraising programs led by a full-time development officer at medium or large public universities with a high or very high level of research activity residing in the Southeastern region of the United States (Indiana University Center for Postsecondary Research, 2018). As such, the research is

confined to studying student affairs fundraising programs at a specific type of institution within a specific region of the United States with a specific staffing structure. Expanding the geographic boundaries of the study could have led to a selection of cases that better align with the study's stated preferences. Another delimitation related to the level of resources for this study encompassed the study's sample size of two cases. Yin (2018) stated that comparative case studies are regarded as more robust than single case studies but require significantly more time and resources beyond the means of a single researcher. Patton (2002) added that the sample size must align with the research questions and the constraints faced. Although conducting more than two cases would have provided more opportunities to garner rich insights from the cross-case synthesis, the researcher focused on two cases due to resource constraints.

Summary

This research employed a qualitative, comparative case study methodology to study two student affairs fundraising programs. These two cases, Program A and Program B, were identified from a population of 20 student affairs fundraising programs that met the criteria of being led by a full-time development officer and occurring at medium or large public universities with high or very high levels of research activities that are located in the Southeast region of the United States (Indiana University Center for Postsecondary Research, 2018). The research design was selected to provide a detailed overview of each case informed through collecting and analyzing data from individual interviews. Rubin and Rubin (2012) and Saldana's (2009) three-tiered process for coding and analysis was followed. Chapter 4 presents separate case descriptions for each case and a cross case synthesis, both of which are organized and presented in accordance with the four a priori themes and the theoretical framework for this study, Bolman

and Deal's (2017) four organizational frames. Chapter 5 includes a discussion of the findings and presents implications for practice.

CHAPTER 4: RESULTS

Introduction

Chapter 4 presents the findings of the two student affairs fundraising programs that serve as the two cases for this study. The first student affairs fundraising program is referred to as “Program A” and the second student affairs fundraising program is referred to as “Program B.” Both cases are presented separately, and in their entirety, first for Program A and then for Program B. For each program, results are presented in the following manner. First, background information is provided on the program’s university, development division, and student affairs division. Next, results are presented for research question one and then for research question two. For both research questions, the results are organized and presented in accordance with Bolman and Deal’s (2017) four frames—structural frame, human resource frame, political frame, and symbolic frame—which serve as the a priori themes and as the theoretical framework for this study. Next, a cross case synthesis presents overarching themes, patterns, and contrasting elements between Program A and Program B. The comparison of both programs is presented in accordance with Bolman and Deal’s (2017) four frames, first for research question one and then for research question two. Following the presentation of results, Chapter 5 connects the findings to the current literature and identities practices and strategies for student affairs fundraising practitioners.

Background for Program A

Program A is situated within the flagship university in its state (Participating University A, 2020). A prominent publication classified the university as the third best public university in the nation. Founded in the late 1700s, the university was among the first public universities in the country. Today, it is part of a state-wide system featuring 16 state colleges and universities that

fall under a president and a board of governors. The chancellor leads the university and reports to the university's board of trustees. Both the vice chancellor for university development and the vice chancellor for student affairs report directly to the chancellor. Approximately 19,000 undergraduate students and approximately 11,000 graduate and professional students are enrolled in 243 different bachelor, masters, or doctoral degree programs (Participating University A, 2020).

The director of development for student affairs reports directly to student affairs and has a dotted reporting line to university development. The university's development operation is decentralized with 14 different fundraising foundations. Collectively, they are leading a campaign to raise over \$4 billion for the university by 2022 (Participating University A, University Development, 2020). Development officers in the various units, schools, and colleges generally report to their dean or vice president and have a dotted reporting line to university development. Student affairs consists of more than 200 professionals in 17 departments that focus on meeting students' needs in four realms: student life, health and wellness, leadership service, and diversity (Participating University A, Student Affairs, 2020).

For Program A, the director of development for student affairs, a senior leader in university development, and a senior leader in student affairs participated in interviews. The director of development for student affairs is the only professional leading a student affairs fundraising program at a medium or large research university in the Southeast who has previous experience leading a student affairs fundraising program. The individual has over seven years of student affairs fundraising experience and started their current position in 2017. On the university development side, the senior leader interviewed serves as a liaison to development officers in approximately 30 units, schools, and colleges across campus, including student

affairs. Before assuming this role in 2014, the individual served in various development leadership roles at another prominent university for 13 years, where they also oversaw a director of development for student affairs. For student affairs, the senior leader interviewed has served in various leadership roles within the division for over 20 years. The individual serves as the direct point of contact for the director of development for student affairs and reports to the vice chancellor for student affairs.

Findings for Program A

Research question one. The first research question examined how historical influences shaped the development and design of the two student affairs fundraising programs. For Program A, historical influences are defined as any event that occurred prior to the creation of the program in 2009 or during the initial years of the program before the second, and current, director of development started in 2017.

Structural frame. The initial development and design of Program A aligns with Bolman and Deal's (2017) structural frame concept of vertical integration. In 2009, the arrival of a new vice chancellor for student affairs and a new assistant vice chancellor for student affairs precipitated the creation of the student affairs fundraising program. The current director of development for student affairs explained:

At that time, you had new and young leadership in the division of student affairs. It was the perfect opportunity to see if this opportunity would work. My predecessor [first director of development for student affairs] had been at the law school for a decade, so you did bring over someone who wasn't versed in student affairs, but someone who was versed in development and who knew the systems [at the university]. There was a lot of hope that the proper infrastructure could be built.

The first team consisted of the director of development, who was housed in student affairs and had a dual reporting line to university development and to student affairs, and a communications/events manager. During the initial director's service from 2009 to 2016, the team evolved and eventually culminated in a unit with a director of development for student affairs overseeing a communications/events manager; a major gifts officer, who focused on parent fundraising; and a development associate, who oversaw administrative operations such as scheduling and coordinating donor letters.

The structural elements of the team, mainly the division and coordination of the work, did not position the team to accomplish all strategic goals, especially cultivating and closing larger gifts. The senior leader in student affairs said that although the director of development was "very successful under difficult conditions" the structure was "really overwhelming" because "they were not only doing annual fundraising, they were doing stewardship and they were also trying to develop large gifts." The senior leader in university development further explained:

When I first arrived [in 2014], the program was good at stewardship and completed their annual appeals, but the major gift size was not as robust. I imagine that a lot of student affairs [fundraising programs] were like that. We wanted to create a major gift program in addition to the annual fund piece, and that's what we were looking for [when hiring the next director of development for student affairs in 2017].

Several structural dynamics were present: not knowing the ideal team structure from the outset, learning how to work with university development (vertical coordination) and the development officers across campus (lateral coordination), representing a division of student affairs that was moving toward centralization and trying to create a cohesive story and brand, creating student affairs philanthropic priorities through lateral coordination with student affairs department heads,

and navigating changes in the director of development's student affairs reporting line shifting repeatedly between the vice chancellor and the assistant vice chancellor. According to the current director of development for student affairs, these dynamics affected the first director's ability to spend enough time with prospects and donors to cultivate and close larger gifts:

[The director of development] was not able to get on the road as much. Even though there were successes along the way, they didn't feel that because of the structural issues that took over and because of the inability to get out on the road.

From 2009 to 2017, the program raised approximately \$500,000 annually in gifts and commitments to student affairs (2018-2020 average is approximately \$1.5 million), with higher philanthropic attainment occurring in some years due to significant gifts. Despite starting the program during The Great Recession and without the visibility that comes with being in a philanthropic campaign, the program established foundational structures and systems, which the new director for student affairs development inherited in 2017.

Human resources frame. Bolman and Deal (2017) held that hiring the right people, retaining them, and empowering them is a core concept of the human resources frame. The first director of development for student affairs began in 2009 and stayed in the position until their retirement in 2016. The current director explained:

The associate dean of students at the law school moved over and became the vice chancellor for student affairs, and the development officer that [worked with the dean of students at the law school] came over to student affairs to be the first director of development for student affairs. They wanted to work together to see if they could build this program [much like they did at the law school].

The current director emphasized that the first director was a strong hire given that they

were versed in development, understood the development landscape at the university, had previous experience working with the new vice chancellor, and had relationships across the university. According to the current director, leadership supported the first director by ensuring that the program “had what it needed to get off the ground” and through their “willingness to meet with donors.” However, the senior leader in student affairs discussed the challenges of hiring a team to support the director in a division focused on hiring staff to support students:

You could say that there were decisions made by senior leaders to not put more funding into development and that would be accurate. When you’re looking at making a decision about whether to hire someone who provides direct service to students or to hire an employee that’s going to raise money, I don’t think [student affairs leadership] is in a very good position to have a good answer either way and [leadership] chose to continue to provide the direct service for students. And at times we ended up with one person [in student affairs development] basically doing everything.

Bolman and Deal (2017) held that like an effective gardener, a strong leader understands and meets the needs of their team members. Related to points outlined in the structural frame section, the current director of development for student affairs reported that, following transitions around 2013, leaderships’ indecisiveness about philanthropic priorities, combined with the aforementioned structural dynamics, made it challenging for the first director to raise higher-level gifts.

Political frame. Bolman and Deal (2017) held that the political frame is at the center of resource allocation and that organizations often have political supporters and political opponents. Regarding the former, the current director of development for student affairs said that the university’s initial investment in the program was sufficient:

I think it was clear that they added the appropriate staff over time to help the program.

They hired a parent giving person as well as eventually a major gift officer and a development associate along with having a communications and events manager. So they were, in the very early stages of the program, staffing up to make sure that this venture was successful.

The reported staffing levels of the team shifted significantly between 2016 and 2017 amid the program's transition from the first director to the second director. The shift is not categorized as a historical factor and therefore is described in the political frame section under research question two. Related to the funding model, the senior director for university development described how university development and student affairs financially supported the program:

In funding [development teams] most of the funding is taken care of by the academic unit, and that's the same in student affairs. [University development] provides services but not dollars. So, [for example] our marketing team will design their pieces and our annual giving team will find a mail house.

In addition to positions and services, access to prospects (potential donors) and donors represents a key resource for any fundraising program. The current director described a pillaging of donors and prospects that occurred from the end of the first director's tenure through the approximately one-year gap between the first director's retirement and the second director's start. Development officers representing other units, schools, and colleges took student affairs prospects and donors, and in many cases, cultivated and closed gifts from student affairs prospects and donors to benefit their areas.

Regarding political supporters and political opponents, the current director reported tremendous support and little to no opposition in the early years of the program:

[There was] lots of support because there was a new assistant vice chancellor [for student affairs] and a new leadership team. Everyone in student affairs quickly found out that money from the state and from fees is limited and if you want to go from good to great you better fundraise. So, [they even received support] from the highest levels of leadership at the university.

On the university development side, the current director acknowledged that in the early years of the program there was initial support, but eventually some opposition, due to a competitive fundraising environment, stating that “It’s always the push and pull between academic and non-academic fundraising.”

Symbolic frame. Through the symbolic frame, Bolman and Deal (2017) emphasized the importance of instilling both internal staff and external constituents with spirit, belief, meaning, and confidence. Internally, the program was built with the belief that it could become one of the best student affairs fundraising programs in the country. The lofty aspirations and confidence of the student affairs fundraising program aligned with the university’s broader ethos of excellence. The current director of development explained:

I think that’s where the sense of excitement and sense of confidence came because everybody knew that this was just something new and let’s throw enough spaghetti at the wall to try to get it done. Of course, there was a plan...but again just in my conversation with my predecessor, they were just trying to get this off the ground and maximize what they thought was low-hanging fruit.

To create the sense of vision, meaning, and purpose needed to inspire philanthropic support from prospects and donors, the first director worked with student affairs leadership and directors

across the division to create a compelling story. The senior leader in student affairs described that process as challenging and time consuming:

Our first development officer spent a good amount of time trying to get a handle on the story in student affairs. We have 17 different departments that all serve in different ways. Even though we are one [division] the [departments] all seem to have their own branding, and it took a long time, longer than what you would think, to be able to combine everything into a cohesive narrative.

One interviewee praised the work of the directors across the 17 different student affairs departments but said the directors do not always “tell their story well” and that this was an “impediment” to building philanthropic priorities. The senior leader in student affairs recognized the challenges that the first director faced in trying to build a cohesive narrative while still fundraising, stating that it was “a little overwhelming.” The challenge of creating, and then communicating, a compelling narrative persisted in the early years of the program and remained present when the current director started in 2017. Meanwhile, an interviewee reported that other fundraising shops on campus—the business school, athletics, the college of liberal arts and sciences—continued to consistently and effectively share their stories to inspire philanthropic support from prospects and donors.

Research question two. The second research question explored how the two student affairs fundraising programs evolved. For Program A, the subsequent sections focus on how the program has evolved since the second, and current, director of development for student affairs started in 2017. Historical factors, and the initial development of the program from 2009 to 2016, were described in the preceding sections of these results.

Structural frame. While the dual reporting line to university development and to student affairs remained intact, the structural design of the student affairs fundraising team continued to evolve. In 2016, when the first director of development for student affairs retired, the parent-focused major gift officer position moved from student affairs to university development and the development associate was leaving the university. When the next director of development for student affairs arrived in 2017, what was previously a four-person team became a one-person team, a director of development for student affairs with partial access to a communications/events manager. The director acknowledged the challenges that accompanied this structural shift:

When I arrived, the dynamic was much different. [The team] ended up boiling down to part of a communications/events manager's time and me. If you are watching *The Last Dance* [a documentary on the Chicago Bulls championship teams] you know that you have to have a team around you if you want to win the championship. I think most people in smaller fundraising shops can relate because we do not always have a team to offload parts of what we do to other people.

Three years later, the director had a team in place: an associate director of development who will start in the coming weeks and focus on discovery and leadership annual giving, a development associate focused on program operations, and one-third of the communications/events manager's time. The senior leader in university development commented on the impact of the team's new structure relative to dividing and coordinating work to achieve strategic goals:

[Student affairs] has put resources in place to enable [their director of development] to focus on fundraising, and that's going to be easy because there's so much work to do.

The discovery/leadership annual giving officer will enable [the director of development] to focus on upper-end fundraising.

In addition to designing an optimal team, the program evolved by strengthening vertical and lateral coordination with university development and lateral coordination with the various units, schools, and colleges represented by development officers. At the request of student affairs leadership, the director of development for student affairs was physically located in university development for the individual's first year. The director, the senior leader in university development, and the senior leader in student affairs agreed that this unique and strategic approach helped accelerate the continued development of the student affairs fundraising program. The senior student affairs leader commented:

It provided a solid foundation and working framework. It allowed the [director of development] to build relationships with the regional development officers and all the other individuals working in university development. Then, [when the development officer transitioned to student affairs] the relationships were in place and the other development officers' [who represent other units, schools, and colleges] newly acquired knowledge of student affairs enabled them to share information about student affairs with their donors. It was kind of like a force multiplier.

Related to this force multiplier concept, the senior leader in university development added that the relationships that the director built during this period enabled the director to employ informal approaches (lateral coordination), through collaborating with development officers in other areas, to construct multifaceted proposals that put student affairs philanthropic priorities in front of prospects and donors managed by development officers in other units, schools, or colleges.

Spending time in university development also enabled the director to effectively utilize a formal

process (vertical coordination) to propose sharing student affairs priorities with specific prospects and donors who were managed by university development's principal gifts team and could make gifts in excess of \$5 million. The senior leader in student affairs mentioned that this "works the other way as well" and that because the director has a better understanding of other areas at the university the director is also "able to refer donors who have a particular interest in a school or college." Additionally, embedding the director in university development and employing new vertical and lateral structures of coordination resulted in other positive outcomes: building and aligning stewardship and reporting systems with university development, gaining increased access to resources in university development, and enhancing relationships with university development colleagues located centrally and across campus.

The senior leader in student affairs said they have a "more solid framework" and are better positioned to secure "larger gifts and more consistent annual giving." Aligning structures to achieve the goal of increasing major gifts (between \$100,000 and \$4.99 million) and principal gifts (\$5 million or more) fundraising has produced successful outcomes. Student affairs' average annual philanthropic attainment between 2018 and 2020 was approximately \$1.5 million, an increase from the approximate annual average of \$500,000 from 2009 to 2017. Additionally, the program is positioned to reach \$3 million in annual philanthropic attainment toward the end of the university's campaign in 2022. The director of development for student affairs believes they are building an infrastructure that will position the program for future success:

I have said to everyone that my goal is to build and leave a base-level structure so that when I decide to 'hang up the cleats' the new director will not have to start over but can come in and make improvements. That's been the difference between our fundraising

program and the fundraising program at the business school, the college of arts and sciences, the law school, and athletics. They have built programs that no matter who comes in, the infrastructure is there to be successful.

Human resources frame. The student affairs fundraising program's ability to attract and retain talent at the director of development position continued following the first director's retirement in 2016. In 2017, the university entered the public phase of a campaign to raise more than \$4 billion to support the institution. Both university development and student affairs were searching for a director who could quickly transition, lead student affairs toward achieving their sub-campaign goal of \$15 million, and help the university successfully conclude the campaign by 2022. The senior leader in university development explained:

We were looking for someone who ideally had student affairs experience, who knew the [geographic] area, and who had experience in development. I couldn't believe it, but we found [the current director]. [The current director] understood the area, was already running a student affairs development program, and was a seasoned fundraiser. So, we hit the jackpot in our search for a new student affairs fundraiser.

Related to supporting the director in place, leadership evolved from what one interviewee perceived as being indecisive about philanthropic priorities around 2013 to prioritizing areas of focus. The shift was significant given the need to cement priorities heading into the campaign and given previous shortcomings in "trying to do it all" even though raising support for every department was untenable. The senior leader in student affairs stated:

We started to prioritize, and that's another area where our senior leadership came in and really helped the organization to prioritize how we needed to move forward with our development operation. We still have 17 different departments. Not all of them have the

same needs, but based on their funding source we have really tried to focus on the more urgent needs. I think that has been something that has helped the other departments understand why we may be focusing on one area more than another area.

Beyond referencing leadership's indecisiveness about philanthropic priorities prior to 2015, interviewees did not identify other ways that the actions of leadership hindered the program's continued evolution. However, transitions in leadership in student affairs, particularly at the vice chancellor level, presented challenges. The presence of a vice chancellor as a permanent advocate, instead of an interim vice chancellor, afforded opportunities to present to influential groups such as the chancellor's working group and the board of trustees. The director of development for student affairs is excited for the potential arrival of a permanent vice chancellor in fall 2020, citing, "There will be no instability. People will respond to that. Sometimes it shouldn't make a difference, but in this case it does."

Political frame. The shift from a four-person team to a one-person team, between 2016 and 2017, and the gradual shift to what will soon be a four-person team in 2020 represent significant changes in resource/staffing levels. When considering the current team's heightened access to the student affairs division's communications/events manager, the senior leader in student affairs observed that upon the completed hiring of the associate director, the team will be staffed at the highest level in the history of the program. Both the current director of development for student affairs and the senior leader in university development credit the senior leader in student affairs for being the key political advocate in securing resources to rebuild the team.

The landscape of political supporters, mainly student affairs leadership and leadership in university development, did not significantly shift as the program evolved. Both the assistant vice chancellor for student affairs, who oversaw the program on the student affairs side, and a senior leader in university development, who oversaw the program on the development side, were cited as key political allies. Regarding the later, the current director of development for student affairs stated:

A champion throughout the process has been the [senior leader] in university development. She, at one point in her career, had been in student affairs and has been doing this for 20-plus years, but she believed in me and believed in the shop. She has been a definite supporter of trying to move the [student affairs fundraising program] along.

From a resource standpoint, rebuilding the team to what will soon become the most robust team in the history of the program is significant. Although staffing levels are important, so is access to a pool of prospects and donors. The pillaging of donors and prospects that occurred from the end of the first director's tenure through the approximately one-year gap between the first director's retirement and the second director's start date greatly impaired the program's donor pipeline. Specifically, an interviewee stated that a \$250,000 gift to benefit a long-standing program in student affairs was "taken" by an academic college who then used the gift to create a "shadow program" in their area. Additionally, an interviewee said another academic college raised and accepted significant funds for scholarships and professorships that centered on fraternities and sororities. The interviewee saw student affairs, the division that oversees fraternities and sororities, as the natural home for these scholarships and professorships.

While the current director of development was building new partnerships with development officers in units, schools, and colleges across campus, the director was simultaneously navigating “reclaiming space” and “bringing definition to their work.” The director acknowledged that navigating the aftermath of other units pillaging student affairs prospects and donors was the biggest frustration of their first two years. Nonetheless, the director understood the natural competition for prospects and remained focused on building the program:

Every king is trying to build their kingdom...everyone has an operation, and everyone is under the same pressure to raise money [for their unit, school, or college]. But at the same time, I think [student affairs] was not telling our story; we were not out there as much. So, I try to combat a lot of it with just making sure that my colleagues know what I am doing. Now that we have these two new positions, we will be able to do a lot more [of that].

In their first three years, the current director partnered with political allies to rebuild the team to what will soon be the most robust team in the program’s history, navigated political terrain to reclaim space in the aftermath of the pillaging of student affairs prospects and donors, and built relationships with development officers across campus to ensure that student affairs has a presence in the broader development community at the university.

Symbolic frame. The aspiration to become one of the best student affairs fundraising programs in the nation persisted following the transition from the first director to the current director, who routinely benchmarks the top five to ten programs in the country to identify areas for growth. The current director sees the program’s high aspirations as creating belief, meaning, and confidence while the program continues to evolve, pursue their sub-campaign goal of \$15

million, and help the university successfully conclude a campaign to raise more than \$4 billion by 2022.

Although the challenges related to creating and communicating a compelling story, one that inspires prospects and donors to support the division philanthropically, persisted during the first seven years of the program, three factors facilitated progress. First, student affairs leadership continued to pursue centralization—having one comprehensive theme and brand for the division’s 17 departments. Second, the university launching the public phase of the campaign in 2017 moved the division toward finalizing messaging and philanthropic priorities. The senior leader of student affairs explained:

When university development became more focused on the campaign, we knew we needed to provide [our messaging]. We were better positioned at that point to begin the campaign with a more cohesive understanding of our priorities. More recently, we have audited those priorities because there’s just so many things that we could be doing, but we still don’t have the staff bandwidth to be able to do everything.

Third, the repurposing of a chief of staff role into a communications director, and the ensuing hiring of the communications director, was the final factor referenced as facilitating progress in creating and communicating a compelling story. The current director of development emphasized that the new communications director will enable the division to consistently communicate strategic messages to prospects and donors in a manner that more closely aligns with the way that larger fundraising programs at the university, such as the business school, tell their stories.

Bolman and Deal (2017) held that leaders who create a community of believers often increase team performance. As the program evolved, heightened emphasis was placed on gaining

buy-in from the various directors across student affairs and then mobilizing the directors to engage with prospects and donors. The senior leader in university development discussed the current director of development's approach:

[The director] has been proactive in going out and meeting with all the directors [in student affairs] and building a relationship based on fundraising. I think that's going to help us in the long term in the major gifts arena because many of those directors have relationships with the students who've been a part of student affairs activities. So, I don't know that that was in place, at least as robustly, before the current director started.

Although the current director of development did not discuss utilizing departmental directors to assist with prospect identification, the director emphasized mobilizing student affairs leaders by placing them in front of prospects and donors. The practice has paid dividends and has empowered directors to share the division's story. The current director said this was part of creating a new culture:

[We built] an ideology that everyone in the division mattered and that we all had responsibility to both communicate with donors in a development and a non-development way. Creating a culture of philanthropy was the framework for my first 90 days in laying out a plan that we have all gradually begun to build upon.

In the area of building a culture and an identity for the program, the mobilization of student affairs leaders to engage with prospects and donors and the progress in creating and communicating a compelling story represent the two primary ways the program evolved.

Background for Program B

Program B is situated within the flagship university of its state. Founded in the late 1800s as a land-grant institution, the university ranks among the top 100 public universities in the

nation (Participating University B, 2020). Its approximately 27,000 students are enrolled in more than 210 academic programs at the bachelor, masters, and doctoral levels. The university is part of a state-wide system that includes seven universities and seven two-year colleges (Participating University B, 2020). The university's chancellor reports to a president, who oversees the state-wide system, who then reports to the system's board of trustees. Both the vice chancellor for university advancement and the vice chancellor for student affairs report directly to the university's chancellor.

The director of development for student affairs reports to student affairs and has a dotted reporting line to university advancement. Consisting of four units, university development, university relations, the alumni association, and donor engagement, the advancement team is leading a campaign to raise over \$1 billion for the university by 2020. Development officers in schools and units generally directly report to their dean or vice president and have a dotted reporting line to university advancement. The division of student affairs consists of approximately 25 offices and programs that center on executing the division's focus on ensuring student success. Key offices and programs include the office of student activities, the health center, the center for multicultural and diversity education, university housing, and university career development (Participating University B, Student Affairs, 2020).

The director of development for student affairs and a former senior leader in student affairs participated in interviews. The director of development for student affairs is a seasoned professional with over 30 years of alumni relations, fundraising, and higher education experience. Having started their current role in 2014, the individual also serves in leadership roles through NASPA's Student Affairs and External Relations Knowledge Community. Most recently, the individual served on a planning committee for a national student affairs fundraising

conference. The senior leader in student affairs retired in 2009 following a decade of service working with the chancellor to advance the university and the division of student affairs.

Regarded nationally as a prominent leader in student affairs, the individual served on multiple higher education boards and commissions.

Findings for Program B

Research question one. The first research question examined how historical influences have shaped the development and design of the two student affairs fundraising programs. For the purposes of Program B, historical influences are defined as any event that occurred prior to the creation of the program in the late 1990s or during the initial years of the program before late 2014, when the current director of development became more established in their role.

Structural frame. In 1999, the senior leader in student affairs began their tenure. The individual was the last cabinet-level position hired by the new chancellor and was part of a paradigm shift across the institution marked by a new, ambitious vision created by the chancellor and the vice chancellors. The senior leader in student affairs viewed the creation of the student affairs fundraising program in the late 1990s as vertically coordinated by the chancellor and the vice chancellor for university advancement. After arriving on campus, the senior leader in student affairs was both surprised and pleased that a program was in place:

I was just absolutely surprised when I discovered that there was a development officer in student affairs because that had not been my experience at all of the other institutions where I'd worked (Oakland University, University of Michigan, University of Alabama, Spelman College). I knew people who did fundraising at these institutions, but I was far removed and student affairs was far removed.

The initial student affairs fundraising team consisted of one director of development for student affairs with a dual reporting line to student affairs and to university advancement. Both divisions covered half of the director's salary, which was the model across the institution. The senior leader in student affairs spoke highly of the coordination between university advancement and student affairs, stating, "We were in sync about where we were going and what we were doing and how we were going to do it. We were partners." According to the senior leader in student affairs, both their time and the director of development's time centered on pursuing philanthropic support to fund new, big ideas in the division, especially the First Year Experience program:

I knew [student affairs] was not going to get the kind of money that [we] needed from the institution. I mean, you're just not...The design of the [student affairs fundraising program] was focused on the mission of the division, pure and simple—what did we want to do, what resources did we need, and parlaying that vision into a concept that people would want to give toward.

When the current director of development for student affairs arrived in 2014, the individual oversaw a team of approximately 11 individuals—an executive director of student affairs communication, a graduate assistant, an administrative assistant, and a student media team. The director of development was the only fundraising professional on the team. Outside their team, there were two professionals engaged in fundraising for student affairs-related efforts, a development officer with a part-time focus on raising funds for diversity programs and a short-lived development position focused on fraternity and sorority life. As such, the coordination of fundraising for student affairs was flexible, less formal, and ebbed and flowed along with

changes in divisional priorities and team members. The current director of development for student affairs explained:

The [director of development for student affairs] prior to me was spending a ton of time just doing a lot of the minutia that was involved in capital fundraising for [fraternities and sororities] so they hired someone to do that right after I was hired. The person who was doing that left and gave it all to me.

Goal setting was less formal, occasionally sporadic, and at times driven more by student affairs than by university advancement. A specific dollar goal was not in place when the current director arrived in 2014. Data on annual fundraising levels for student affairs during the early years was not provided. However, the program currently raises around \$2.5 million per year in gifts and commitments.

Human resources frame. Bolman and Deal (2017) held that an organizational strategy for effective people management centers not only on hiring the right people, keeping them, and investing in them, but also on promoting diversity. The senior leader in student affairs, who was from an underrepresented group and reached the highest-level position in their field, emphasized the lack of diversity across the university during their tenure (1999-2009) as well as their efforts to hire a director of development for student affairs from an underrepresented group:

[One development officer] came on board because I had absolutely requested to have a minority person in that position. There were no minority [development officers] in any of the slots across campus. I [shared that with] my counterpart in advancement and they were very open to that [idea]. They would go out and find the person because they knew

what to look for in an advancement sense, but I would have the right to say “I want this person” or “I don’t” after we interviewed them.

The individual hired in the referenced search, the second director of development during the senior leader’s tenure, was from an underrepresented group and was eventually released due to performance issues. The next director of development for student affairs, who was also from an underrepresented group, held the position for over seven years and was likely the third individual to hold the position since the program’s creation in the late 1990s.

With the quality of interpersonal relationships across an organization being a core factor in determining organizational effectiveness, the senior leader in student affairs focused on building high-level relationships to better position the student affairs fundraising program and their director of development (Bolman & Deal, 2017). The senior leader in student affairs described their approach:

My goal was to sell the ideas and the concepts to share what we were doing in student affairs with all the deans, with the athletic department, and with everybody on campus. I met with all of them on a regular basis...that was my job.

The division’s big ideas and the senior leader’s ability to gain buy-in across campus enabled the director of development to fundraise for key priorities that were woven into the fabric of the institution and supported across the university. A case-in-point example was the First Year Experience program. The senior leader in student affairs explained:

When we developed a concept for our First Year Experience program, I made a presentation to the executive committee laying out our vision, what it meant not just for the division, but for the university. You want to have a higher retention rate? This is how you do it. This is what we would do. This is how we will work with the academic areas.

These are the components. I can remember when I was making that presentation, our vice chancellor for advancement got up and left the room...when I finished, he told me

"We've got to do something with this."

The vice chancellor for advancement left the room to call the Rockefeller Foundation to schedule a meeting between the foundation and the university's division of student affairs. After further cultivation, the Rockefeller Foundation made a substantial gift to the First Year Experience program. The gift was significant because at the time it was one of the largest gifts closed by the student affairs fundraising program. The senior leader for student affair's strategic, high-level relationships across campus supported the director of development and strategically positioned the program.

Political frame. The new chancellor and the vice chancellor for advancement started the student affairs fundraising program in the late 1990s and then subsequently hired a new senior leader for student affairs in 1999. As the final individual hired to the new chancellor's cabinet, the senior leader for student affairs worked with the cabinet to create and implement a new vision for the university. The senior leader for student affairs viewed the university's senior leadership as the key political supporters for the student affairs fundraising program:

Student Affairs didn't create [the student affairs fundraising program]. You had new leadership coming in and understanding that all elements of the institution had to be represented. That was the beauty of it. They got it, they understood. There were people in the advancement area who had been in student affairs...so they were sympathetic to who we were and were very pleased to see we had a plan, we had a notion, and it fit very well with the institution. It wasn't just about student affairs. It was about [the university] and

the role that we had to play in concert with everybody else to move it from where it was to where it could be.

The senior leader for student affairs regularly met with deans across campus and strategically involved faculty in a campus-wide committee that helped develop the university's First Year Experience program. Although many faculty were supportive, the senior leader viewed certain faculty members as political opponents to the student affairs fundraising program:

[Some faculty] can be pretty selfish...there were faculty who resented the division. But, we had enough support within the academic community, and I had the support of my chancellor and my cohort in the vice chancellor positions, that [certain faculty] could not wreck what we were doing and the direction we were going. But yeah, there were old-time faculty who always inflated what we were getting as a division.

Initially, the director of development for student affairs position was evenly funded by university advancement and the division of student affairs, which aligned with the position's reporting line and with the funding and reporting structure for development officers in units, schools, and colleges across the university. The funding and reporting structure did not inhibit the program; however, identifying and cultivating a pool of prospects and donors amid a landscape of ingrained academics and athletics fundraising programs presented challenges. Bolman and Deal's (2017) political frame refers to organizations as competitive arenas with scarce resources, competing interests, and struggles for power. In the case of the student affairs fundraising program, prospects and donors represented "scarce resources" and the fundraising programs across campus represented "competing interests." The senior leader for student affairs recognized the challenge of not having a clear prospect pool much like a business college has a natural prospect pool of business graduates:

Yeah, and everybody [graduated] from some college, so with that rationale, we could never have [any prospects]...that did present more problems for us, but again, that's why it was important to have those people, those deans, and all those other areas buy into what we were doing.

The senior leader in student affairs said each unit, school, or college “had its people” and you were not supposed to “intrude into other people’s areas.” If a donor had a primary area and wanted to give to another area, the donor’s primary area would often “push back.” The leader saw the development officers’ second reporting line to university advancement as providing some structure so that it wasn’t the “wild west” where you “go out and get what you can.” To position both the student affairs fundraising program and the division for success, the senior leader in student affairs focused on gaining political supporters across campus and aligning key student affair priorities with university priorities. The leader’s presenting the division’s First Year Experience program as helping to accomplish university-level goals, gaining support from the chancellor’s cabinet, and being connected to the Rockefeller Foundation exemplified this approach.

Symbolic frame. Instilling internal staff with belief and meaning and conjuring confidence from external constituents is a central concept in Bolman and Deal’s (2017) symbolic frame. Through working with their counterpart in advancement, the senior leader in student affairs grasped that fundraising was not about “asking people for money” but was about getting individuals excited about a greater vision and purpose. Subsequently, the leader used their natural strengths to build philanthropic support for student affairs:

Once I understood that [it’s about vision and purpose, not asking for money], it was like, I can do that. We were creating some fabulous concepts in the division, and that was easy

for me to talk about our purpose, where we were going, and why we were going there, and what we needed to go there.

Shifting frames to think about fundraising through a symbolic lens enabled the senior leader to utilize their strengths of creating a vision and telling a compelling story when cultivating and soliciting prospects and donors alongside the director of development for student affairs. In the early 2000s the vision of the division's new, flagship program earned the senior leader for student affairs a meeting with the Rockefeller Foundation:

There was a new president at the Rockefeller Foundation. [The vice chancellor for advancement] was trying to make inroads...he thought the [First Year Experience program] was a good idea, and he pitched it to her, and she agreed to meet with my advancement officer and me. That's where [student affairs'] first big money came from, the Rockefeller Foundation.

The senior leader not only approached development through the symbolic frame but also used the frame when trying to connect the purpose, meaning, and vision of the division of student affairs with the broader university. Gaining university-wide support for the division's big ideas, and thereby the division's philanthropic priorities, better positioned the program to fundraise within the context of an institution with longstanding academics and athletics fundraising programs. The senior leader found that fundraising for a university priority, which happened to be housed in the division of student affairs, was more effective than fundraising solely for a student affairs priority:

I think there was a recognition that we were doing good work and we had terrific visions for where we wanted to take the division within the context of where the university wanted to go. I always told the staff wherever this university says it wants to go it wants

to be the breadbasket of the states. We'll figure out how we're going to be part of that breadbasket...I can find a way within student affairs to make sure we're part of that vision. Nobody else is going to come up with that vision. We have to do that.

Representing student affairs in the chancellor's cabinet and working with new cabinet members hired by a new chancellor to lead the university in a different direction positioned the senior student affairs leader to shape and understand the university's vision and to align the division. Student affairs fundraising priorities were positioned as university fundraising priorities, which in turn better positioned the student fundraising program for success.

Research question two. The second research question explored how the two student affairs fundraising programs have evolved. For Program B, the ensuing sections focus on ways in which the program has evolved since the current director of development for student affairs started in late 2014. Historical factors and the initial development of the program from the late 1990s to early 2014 were described in the preceding sections.

Structural frame. There were several evolutions in the structure and reporting lines of the student affairs fundraising team since the current director of development for student affairs arrived in 2014. At first, the director oversaw an executive director of student affairs communication, a graduate assistant, an administrative assistant, and a student media team. In terms of reporting structure, the director of development for student affairs described a key shift:

[Previously] I had a solid line to development and a dotted line to student affairs, but my office was in student affairs. Then [around 2018] there were changes within the university and with the vice chancellor for development. Now, everyone switched and reported directly to their college or unit. If I was fundraising for arts and science, I had

been a solid line to one of our leadership in central development, but now I'm a dotted line to that person and a solid line to the dean of arts and sciences.

Although the director reported that the shift to a direct reporting line to student affairs and a dotted reporting line to development "did not change much," the shift did lead to the development officer with a part-time focus on diversity programs and a part-time focus on the library becoming a full-time fundraiser for diversity programs and moving into the division of student affairs. The fundraiser's shift was also precipitated by changes in senior leadership within student affairs and the move of several diversity programs back into the division.

From 2016 to 2020, two roles were added to the student affairs fundraising team but later became vacant and were not filled. First, around 2014 a student affairs fundraiser was hired to focus on raising philanthropic support for capital projects connected to fraternity and sorority life. The individual left the position around 2018, and the responsibilities shifted back to the director of development for student affairs. Second, a development manager focused on administrative and operational aspects for the student affairs fundraising team departed in 2020. The director intends to repurpose that position to focus on donor stewardship and managing scholarships for the division.

The loss of the fraternity and sorority life fundraiser, the loss of the development manager, and the addition of a diversity program's fundraiser precipitated the need to revisit what Bolman and Deal (2017) referred to as the division and coordination of work to achieve strategic goals. It is important to note that both the director of development for student affairs and the diversity program's fundraiser have a direct reporting line to the vice chancellor for student affairs and there is no formal reporting structure between the two fundraising roles. The division of tasks and responsibilities between the director of development for student affairs and

the diversity program's fundraiser is accomplished through lateral coordination. The director explained the process:

We basically went through, okay, here's the 43 areas that I am working on and then he had about six, and so we divided that up more. We have what I would describe as 25 units in student affairs. Some of them are just like smaller areas but some of them are pretty big. That's all the areas and we've split them up between the two of us.

Both fundraisers may work with a donor whose interests fall within a unit overseen by the other fundraiser and both fundraisers may work on gifts at any level. The purpose of dividing the units was to designate a fundraiser as an internal contact for each unit and to have that fundraiser broadly oversee fundraising for that area.

The director of development for student affairs recognized the significant number of operational and internally facing tasks associated with running a fundraising program. When asked what would afford the opportunity to spend more time fundraising, the director discussed creating an internally focused role and then offloading responsibilities:

Right now, the suggestion that I actually have in place is to hire a full-time person to oversee all of our scholarship operation. And from a month to month to month operation. So that would be my number one thing. And I think we may be one of the only units that doesn't have a full-time scholarship person. I cannot be spending this much time working on scholarships, nor should I. So that way I can be on the road, or I can be in discussions, I can be working on proposals and gift agreements and things like that.

Despite facing the structural challenges that accompany not currently having a full-time position overseeing scholarships and no longer having either a fraternity and sorority life fundraiser or a

development manager, the student affairs fundraising program continued to achieve its goals. Student affairs reached the division's sub-campaign goal early, which was described as falling between \$16 million and \$18 million and as being part of the university's broader campaign to raise over \$1 billion by 2020. The director estimates that the division continues to raise approximately \$2.5 million annually. In 2020 the director expects to achieve their personal fundraising goal of \$2.4 million.

Human resources frame. In terms of support from leadership, the current director of development for student affairs reported that the vice chancellor for student affairs and their leadership team—the dean of students, the chief financial officer, and the associate vice chancellor for the health center—understand the importance of development and are “happy to help” when asked. The director estimates that the vice chancellor for student affairs spends about 10 percent of their time on development. In comparison to the previous senior leader for student affairs, who served between 1999 and 2009, it is unclear if the current vice chancellor works with leadership across campus to ensure that big ideas in student affairs become philanthropic priorities at the institutional level and thereby strategically position the student affairs fundraising program for success.

Bolman and Deal (2017) held that high-involvement and high-commitment practices, such as investing in staff, build and retain talented teams. The director of development identified the division of student affair's commitment to professional development as a key driver in positioning the director to succeed:

I've been encouraged to participate and to be engaged in professional development through organizations such as NASPA. For me that's been helpful because I do not come from a student affair background...[we also] have a professional development team that

started [three to four years ago] that focuses on onboarding and developing employees as a whole. We actually just discussed how we help [new staff] who move into the area connect to the community, especially if they are not from here.

Through the director's involvement with NASPA, the director has served in leadership positions for the organization's Student Affairs and External Relations Knowledge Community, most recently serving on a planning committee for a national student affairs fundraising conference. Related to onboarding, the director said university advancement did not provide a high level of support but is in the process of further developing their onboarding program:

When I started, advancement did not have any onboarding for anyone in development. It's really only been the last couple of years [when an onboarding program has been developed] and it was at the request of the assistant directors of development...many who had never worked in development...but I think that's the interesting part of working on four different campuses and seeing four different advancement operations.

The level of professional development provided by university advancement is also evolving. There was not a formal approach to professional development when the director of development for student affairs arrived. Within the past few years, university advancement has begun bringing in speakers, hosting retreats, and providing webinars.

Political frame. Over one year after the current director of development for student affairs started, the reporting line shifted from a solid reporting line to university advancement and a dotted reporting line to student affairs to a solid reporting line to student affairs and a dotted reporting line to university advancement. The funding lines for the position also transitioned from student affairs and university advancement each covering half of the position's

salary to student affairs covering the full salary. The director did not view this funding and reporting change as significantly altering the student affairs fundraising program.

Leadership in student affairs continued to serve as key political allies. The current vice chancellor for student affairs, who previously served as the vice chancellor for diversity and community, was appointed to an interim leadership role in student affairs following the retirement of the former senior leader in student affairs in 2009. In 2015, approximately one year after the director of development's arrival, the individual was appointed as the permanent vice chancellor for student affairs. As a result, the student affairs fundraising program did not have a permanent leader at the vice chancellor level for over five years. During this period, several diversity programs moved back to the division of student affairs, and the fundraiser who was a half appointment to diversity and community and a half appointment to the library became a full appointment to diversity programs and followed the new vice chancellor for student affairs, their supervisor, into the student affairs division. More than five years after this transition, the diversity fundraiser maintains their reporting line to the vice chancellor for student affairs and is not formally integrated into the reporting structure of the student affairs fundraising team. The current director of development for student affairs explained:

So, I asked the question [to the vice chancellor for student affairs]. I said, do you want me to report to [the diversity fundraiser]? But the vice chancellor basically said, you two are totally different people and that my skillsets are different than his.

The vice chancellor for student affairs maintains political influence across several areas of the university, as illustrated by the individual receiving a significant promotion, moving several diversity programs back to student affairs, and bringing the diversity fundraiser into student affairs. Although the vice chancellor is reportedly supportive of the director of development for

student affairs, it is unclear if the vice chancellor uses their clout, much like the individual's predecessor, to advance the student affairs fundraising program. It is also unclear if the vice chancellor's long-term political alignment with the diversity fundraiser has inhibited integrating the individual into the formal structure or reporting lines of the student affairs fundraising program.

More than two decades since the student affairs fundraising program's inception, the program continues to face challenges associated with not having a natural prospect pool in the same respect that a fundraiser in an academic unit has a natural prospect pool of graduates from their academic unit. The current director of development for student affairs described their pool of prospects and donors:

I have 157 people [in my portfolio]. A couple are foundations, a couple are companies, and the majority are individuals...they [include] people that were part of student affairs when they were a student, such as participating in student government, being in fraternities or sororities, or being resident assistants. But the biggest challenge is that I would say 99.9% of the alumni [who are assigned to a fundraiser] and [have significant philanthropic capacity] are assigned to the colleges. The people in my portfolio are not the major donors for the university because they all fall to the colleges so your engineering or your business [development officers] serve as their primary managers.

The director acknowledged that some advancement operations have more formal processes than others as it relates to determining the prospect manager, and potential secondary managers, for a prospect with multiple interests. At the director's institution, the onus falls on development officers to present a compelling case as to why they should serve as the prospect's primary manager or secondary manager:

Some schools are very good about having regular meetings about prospects that have multiple ties to [the university]...so I think that it's making sure if you [see a prospect with ties to your area] you say, hey, if we're having a discussion about that person, I want to be considered...if a business or engineering graduate [has potential and is unassigned] normally they would say assign them to the college. I think then, in our case, we would have to say "but you know what, they were part of student government or they were part of Greek life"...something to tie them back to student affairs.

For high-potential prospects or donors with multiple interests, the competition to become their primary manager can be both political and intense. The director said the competition is less intense, or even nonexistent, if the prospect or donor is earlier in their career. However, the director discussed the downside of cultivating an individual who is not a high capacity prospect but may become one later in their career: "[You have to consider] keeping some people, like former student body presidents, in the loop. But again, you really have no idea who may hit the jackpot and make it big with their company." More than 20 years following the program's creation, the director of development for student affairs continues to compete against the university's more established and highly staffed fundraising programs, mostly in the academic colleges and in athletics, to become the prospect manager for major donors and high potential prospects.

Symbolic frame. During the early years of the student affairs fundraising program, the senior leader for student affairs emphasized the focus of integrating the division's vision into the university's vision, positioning student affairs fundraising priorities as university fundraising priorities, and communicating a greater vision and purpose to student affairs prospects and

donors. When the current director of development for student affairs started in 2014, the director focused on building awareness and telling the story of the division to students, to alumni, and to university advancement:

When I first started, I learned that there were a lot of people that worked on campus that didn't understand that housing, the health center, and some other areas were part of student affairs. For us...we needed to start telling our story.

Internally, the director hosted several food drives in university advancement. The food drives were symbolic events that expanded awareness of the division's philanthropic priorities amongst development officers and leadership in university advancement. Externally, the director debuted a newsletter in Fall 2019 to consistently update student affairs prospects and donors on the division's initiatives. Additionally, the director credits the university's campaign to raise over \$1 billion by 2020 for providing a symbolic platform for student affairs to "tell their story" and to reach new audiences. Specifically, the director discussed the role of the division's campaign committee in expanding awareness amongst prospects and donors who have the potential to become the division's next major gift donors:

We have a campaign committee, and their role is threefold. One, to make a meaningful gift, whatever that means [to them]. Two, to help us identify people that they know that we can ask. Or, if we have somebody that we're wondering about, we can go to [the campaign committee] and say do you know Neal? What do you think Neal would be interested in giving to? What insight do you have about him? Third, they are charged with helping spread the word about student affairs and the programs and the activities.

Collectively, the director credits the internal and external communication initiatives as illuminating a greater vision and purpose for student affairs, one capable of inspiring heightened

philanthropic support. At the conclusion of the university's campaign in late 2020, the director expects their team to assess which student affairs priorities reached their sub-campaign goals and which priorities need additional support. Messaging will then be reframed to build philanthropic support for the student affairs priorities that did not attain their sub-campaign goals.

Cross Case Synthesis: Program A and Program B

Research question one. How have historical influences shaped the development and design of the two investigated student affairs fundraising programs?

Structural frame. The elements of new leadership and vertical coordination precipitated the creation of both student affairs fundraising programs. Program A was created by a new vice chancellor for student affairs whereas Program B was created by the university's new chancellor and new vice chancellor for university advancement. Student affairs leadership created Program A to build a new revenue line whereas university and advancement leadership created Program B under the ethos that all areas within the institution should be represented in university fundraising. The impetus for the creation of Program A aligns with Giving USA's (2018) finding that public universities must assertively seek philanthropic support to fill gaps in their budget whereas the motivation for the creation of Program B counteracts the historical trend of units outside of academics and athletics being underrepresented in university fundraising (Schoenecke, 2005).

Both programs reported dual reporting lines to their respective advancement and student affairs divisions. The directors of development for student affairs and the senior leaders in student affairs discussed the benefits of this reporting structure and did not define any major critiques. These programs' dual reporting structure does not align with Callahan's (1997) finding that only 13 percent of surveyed student affairs development officers reported to both

advancement and student affairs. Additionally, the results of this study confirm Hendrix-Kral's (1995) finding that development officers preferred a hybrid approach and contradict the author's finding that student affairs officers preferred centralized coordination.

Bolman and Deal (2017) held that failing to implement organizational structures that align with goals may lead to the misdirection of time and resources. Program A functioned as an embedded development team within student affairs and at times consisted of a major gifts officer, a development associate, and a communications/events manager. The team was loosely coordinated with advancement and more strongly coordinated with student affairs. Program B consisted of one fundraiser embedded in student affairs and charged with leading a team comprised of mostly non-development staff, an executive director of student affairs communications, a graduate assistant, an administrative assistant, and a student media team. Despite experiencing success, interviewees from both programs discussed structural challenges precipitating the misdirection of time and resources away from cultivating and closing larger gifts, the primary goal of a fundraising program.

When Program A was fully staffed, the program was positioned to divide and coordinate work in pursuit of cultivating and closing larger gifts. However, challenges with diffusion, allocating responsibilities across positions, and integration, assimilating efforts with advancement, led to what was described as an "overwhelming environment" where the team experienced success but was "trying to do everything." Specifically, processes such as stewardship letters and annual appeals were not synchronously integrated with advancement and thereby led to inefficiencies that diverted the director's time away from cultivating and closing larger gifts. Program B was not positioned to divide and coordinate development tasks given the lack of development positions on the director's team of approximately 11 individuals. As such,

administrative tasks associated with capital projects and scholarships fell to the director and diverted time away from fundraising. The primary challenge of diffusion and integration for Program A and the primary challenge of team design for Program B left the directors for both programs with the challenging task of achieving fundraising goals amid structural conditions that were not always conducive to major gift fundraising. Furthermore, Program A, which started in 2009, and Program B, which began in the late 1990s, indirectly competed against their respective academics and athletics fundraising programs, many of whom had effective structures that were honed through decades of experience.

Human resources frame. Bolman and Deal (2017) held that high-performing organizations are more adept at hiring the right people, keeping them, and understanding and supporting their needs. Several factors underpin the importance of this frame in the context of student affairs fundraising. The average tenure of a college or university development officer is less than two years; internally, programs compete against ingrained, often highly resourced academics and athletics fundraising programs; externally, there are few directors of development for student affairs across the nation (Crowe, 2011; Haynes, 2004; Worth & Lambert, 2019). As such, it may be even more important for higher education administrators to deploy comprehensive strategies grounded in a human resources philosophy to support their student affairs fundraising programs given the unique challenges that these programs face.

In the programs' early years, their chief student affairs officers utilized different approaches to hiring their respective director of development. For Program A, upon transitioning from the university's law school to become the vice chancellor for student affairs, the vice chancellor recruited a development officer from the law school to start the division of student affairs' new fundraising program. Despite not having student affairs experience, the director was

perceived as a strong hire because they were well versed in development, understood the development landscape at the university, and already had an effective working relationship with the vice chancellor. For Program B, the senior leader for student affairs empowered advancement to bring forth a final candidate with the caveat that the person needed to be “a minority” and that the senior leader would provide final approval. The senior leader of student affairs’ commitment to promoting diversity aligns with one of Bolman and Deal’s (2017) human resources strategies. At the time of the director’s hire, there were “no minority” development officers on campus. The director was the senior leader for student affairs’ first hire, served as the second director in the program’s history, and was eventually released due to performance issues. The next hired director served over seven years; both directors were women of color. Both programs utilized different talent acquisitions strategies. Program A hired a known individual and retained them for seven years up until their retirement whereas Program B empowered university advancement to lead the search under the premise of hiring “a minority” and leaving final approval to the senior leader for student affairs.

Interviewees from both programs discussed specific ways that leadership supported their student affairs fundraising programs during the programs’ early years. The senior leader for student affairs for Program B built strong interpersonal relationships with the chancellor, the vice chancellors, and the deans across campus. By creating big ideas in student affairs, positioning the ideas as university priorities, and then gaining high-level support, the senior leader positioned their director of development for success. For Program A, the current director discussed the previous vice chancellor for student affairs’ strong commitment to the program given that the vice chancellor created the program and viewed the program as a financial necessity. As such,

student affairs leadership provided the resources and support needed to start the program and were willing to invest time meeting with prospects and donors.

The importance of student affairs fundraising programs establishing and focusing on philanthropic priorities, rather than attempting to fundraise for all student affairs departments, is a key finding of this study and connects with the study's broader purpose of identifying practices and strategies for practitioners. The director for Program A, which had 17 student affairs departments, and the director for Program B, which had 25 student affairs departments, could not determine fundraising priorities absent support and engagement from student affairs leadership. Following a transition in student affairs leadership around 2013, the director of Program A was challenged by leadership's indecision regarding philanthropic priorities, which hindered progress. In hindsight, a senior leader in student affairs acknowledged that the program was "trying to do it all" and that it was not realistic to raise support for every department. In later years the program adopted a more focused approach. During Program B's early years, the program focused on fundraising for ideas rather than for individual departments. The senior leader for student affairs was part of the chancellor's cabinet, which was shifting the paradigm of the institution. The leader positioned student affairs to participate in the shift by adding value in new ways that aligned with the university's changing direction. These new initiatives, such as the First Year Experience program, needed funding and thereby became the division's philanthropic priorities. Following the leader's retirement in 2009, and an ensuing period of interim leadership, establishing and focusing on philanthropic priorities became more challenging. Across Program A and Program B, the presence of permanent student affairs leadership who were willing to make difficult decisions enabled the programs to establish core philanthropic priorities instead of employing a non-focused approach of attempting to fundraise for all departments.

Political frame. Bolman and Deal's (2017) political frame views organizations as competitive areas with scarce resources, competing interests, and struggles for power. As referenced in the literature review, student affairs fundraising programs begin at a place of political disadvantage given the historical design of advancement divisions (Schoenecke, 2005). During the professionalization of advancement divisions in the 1980s, centralized and decentralized structures were created to fundraise for academics and athletics (Worth, 1993). The historical landscape immediately placed Program A, created in 2009, and Program B, created in the late 1990s, at a place of disadvantage. Both programs were charged with fundraising for student affairs within a landscape designed for academics and athletics fundraising programs. As such, both student affairs fundraising programs were 'underdogs' competing against 'heavyweight' fundraising programs for resources, prospects, and donors.

Program A and Program B experienced challenges accessing prospects and donors, a key resource for any fundraising program. The prevailing practice of assigning prospects and donors to fundraisers in their academic college provided a natural pool of prospects to colleges while leaving student affairs without a robust group of potential donors. Program B counteracted this challenge through their senior leader in student affairs' ability to build political alliances with senior leadership and position certain student affairs priorities as cabinet-level, university priorities. The latter increased the division's political clout, which enabled the division to pursue high-level prospects and donors, such as the Rockefeller Foundation, that would otherwise not have been assigned to student affairs. Program A focused on "low hanging fruit" in the form of long-standing student affairs supporters and advocates with the capacity to make major gifts. Over seven years, the program's first director gradually built a portfolio of student affairs donors and prospects. Then, during the one-year gap between the first director retiring and the current

director starting, other fundraising programs on campus pillaged student affairs donors and prospects. Unlike highly staffed fundraising programs at the university's law school or business school, student affairs did not have another development officer in place to protect their "political turf" by keeping the student affairs portfolio of donors and prospects intact. Bolman and Deal (2017) held that resource allocation is at the heart of the political frame. Interviewees for Program A and Program B described their resource levels as being sufficient to grow their fundraising programs during the early years. Access to prospects and donors, not financial resources, was the central resource and political challenge for both programs.

It is important to note similarities and differences in the programs' political allies and political adversaries during their formative years. The primary political ally for Program A and Program B was leadership in student affairs. Program A was started by a new vice chancellor for student affairs who viewed the program as a necessity and was personally committed to the program's success. The new senior leader for student affairs who oversaw Program B relied on the program to fund the division's new ideas and built high-level political alliances that positioned the program for success. Advancement was a strong ally for Program B and a moderate ally for Program A. The vice chancellor for advancement worked with the chancellor to create Program B, was personally invested in the program's success, and had a strong working relationship with the senior leader for student affairs. Program A was not as integrated with advancement during their early years and received modest levels of support. Over time, certain individuals within advancement became key political adversaries to Program A due to what an interviewee described as a competitive fundraising landscape and a "push and pull" relationship between academic and nonacademic fundraising. Program B's primary political opponents were certain faculty members who perceived the division as having more power and more resources

than it deserved. Due to the division's partnerships with other faculty members, and strong partnerships with leadership, the opposing faculty members were not able to negatively impact the division.

Symbolic frame. Bolman and Deal (2017) held that instilling internal staff and external constituents with vision, spirit, belief, meaning, and confidence is central to the symbolic frame. In higher education fundraising, institutions spend significant time and resources, often hiring external consultants, to build a compelling vision and purpose for an institution's fundraising campaign (Worth & Lambert, 2019). Usually without the aid of external consultants, individual units, schools, and colleges must create their own vision or story that not only aligns with the campaign or institution but is capable of inspiring philanthropic support to their area. In the programs' formative years, Program A approached creating a vision through lateral coordination, and Program B utilized vertical coordination. Program A engaged their 17 student affairs departments over multiple years in hopes of transitioning from a decentralized approach, where each department had separate visions and stories, to a collective vision or purpose that united the division. The process was described as time consuming and challenging, and in the program's early years, did not result in a compelling, collective vision that positioned the fundraising program for success. In contrast, Program B's vision was likely created primarily through vertical coordination. The senior leader for student affairs excelled in creating a bold vision for the division, aligning that vision with the chancellor's new direction for the institution, and generating belief and confidence in the vision. As a result, the director of development for student affairs had clear fundraising priorities and an inspiring leader to involve in cultivating and soliciting gifts for student affairs.

In addition to the programs' contrasting approaches to building a compelling vision, two additional findings are significant. First, Program A was created with an aspirational vision of becoming one of the premier student affairs fundraising programs in the nation. The attitude likely was influenced by working in an environment with an ethos of excellence at the institutional level, across advancement, and in the colleges. When asked about Program B's former and current aspirations as a fundraising team, interviewee responses focused on "continuing the work at hand" and were rooted in the structural frame rather than the symbolic frame. Second, for Program B, the senior leader in student affairs shifted frames to increase their comfort and effectiveness when fundraising. Previously, the senior leader viewed fundraising through the structural lens of simply "asking people for money." Through the leader's close relationship with their counterpart in advancement, the leader evolved to view fundraising through the symbolic lens of inspiring others through a greater vision or purpose and inviting them to become involved. The shifting of frames enabled the senior leader to become more comfortable with fundraising and to transfer their strengths in this area to the arena of fundraising. Program A's first senior leader for student affairs was also involved and committed to fundraising. However, interviewees for Program A did not discuss the senior leader's approach to fundraising.

Research question two. In what ways, if any, have the two investigated student affairs fundraising programs evolved since their inception?

Structural frame. As both programs evolved, they maintained their dual reporting line to their respective student affairs and advancement divisions. In response to a university-wide change in reporting structures for unit-based development officers, Program B shifted from a solid reporting line to advancement and a dotted reporting line to student affairs to a solid

reporting line to student affairs and a dotted reporting line to advancement. The director reported that the change had little effect on Program B.

The most significant structural evolution for both programs revolved around team composition and division of tasks. For Program A, the team transitioned from a four-person team when the original director retired in 2016 to a one-person team when the second, and current, director started around 2017. Three years later, when considering the addition of a forthcoming staff member, the team will be a four-person unit consisting of a director focused on higher-level gifts, an associate director focused on discovery and mid-level giving, a development associate focused on operations, and a portion of the division's communications/events manager's time. For Program B, following the director's arrival in 2014, a fraternity and sorority life fundraiser and a development manager were hired. Both individuals left their positions shortly thereafter and the positions were never reposted. During this period, a diversity program's fundraiser from another division transitioned into student affairs, reported directly to the vice chancellor for student affairs, and did not have a formal reporting line to the director of development for student affairs or to the student affairs fundraising program. The two fundraisers informally divided the 25 units in student affairs to appoint a liaison for each unit. In the coming months, the director hopes to hire a position focused on development operations.

In examining the numerous evolutions in both team members and the division of tasks, several themes emerge that are relevant to the purpose of this study, identifying practices and strategies for higher education administrators who are exploring, creating, or evolving student affairs fundraising programs. First, interviewees from both programs concluded that they could not effectively raise philanthropic support for student affairs through having a one-person fundraising shop. Second, both programs evolved to create an operations-focused position that

coordinates internal processes, such as sending donor recognition letters and managing donor-established scholarships, to enable the fundraisers to devote their time toward fundraising. Third, both programs focused on diffusion, how to effectively divide tasks across positions. Program A, which has a tightly bound structure, evolved to divide fundraising by gift level whereby the associate director focuses on discovery and entry-level giving and the director focuses on gifts of \$100,000 or greater. Program B, which is more loosely structured, divides fundraising by area whereby the director primarily fundraises for certain units within the division and the diversity fundraiser primarily focuses on fundraising for other units in the division. Bolman and Deal (2017) held that leaders should assess the environment, available resources, and the skill sets of their team members when designing organizational structures. As such, higher education administrators may consider these factors when considering whether a gift-level or unit-based diffusion strategy is more strategic for their student affairs fundraising program.

As Program A and Program B evolved, they placed differing levels of emphasis on their integration with their respective advancement divisions. It is unclear if Program B maintained the historically high level of coordination between the vice chancellor for student affairs and the vice chancellor for university advancement post 2009. However, following 2014, increasing integration with advancement was not a strategic priority, especially as the university's front-line fundraisers became more decentralized. In contrast, Program A actively employed strategies to strengthen integration with advancement. The director of development spent their first year physically housed in advancement. Establishing roots in advancement prior to transitioning to student affairs created a "multiplier effect" by increasing the program's knowledge and use of resources within advancement, strengthening the program's lateral coordination with

development officers across campus, and enhancing the program's vertical coordination with the principal gifts team.

The programs evolved their structures in similar ways by expanding their teams and shifting operational tasks from the director to another team member. Contrastingly, the programs evolved in diverging ways relative to gift-level versus unit-level diffusion and relative to differing integration levels with their advancement divisions. Nonetheless, both programs regularly achieved their fundraising goals. Program A increased their philanthropic attainment from approximately \$500,000 in gifts and commitments annually between 2009 and 2017 to approximately \$1.5 million per year between 2018 and 2020. Additionally, Program A is on track to reach their sub-campaign goal of \$15 million as part of their university's campaign to raise more than \$4 billion by 2022. Program B did not provide historical fundraising levels, but currently raises around \$2.5 million per year. The program also reached their division's sub-campaign goal early, which was described as falling between \$16 million and \$18 million, as part of the university's broader campaign to raise over \$1 billion by 2020. It is important to note that both programs and universities may employ different gift-counting practices, thereby making it difficult to compare their fundraising results.

Human resources frame. As both programs evolved, they continued to excel in attracting and retaining talented directors. Following the first director's retirement, Program A sought an experienced director who could quickly transition and lead the program toward achieving their sub-campaign goal as part of the university's broader campaign to raise over \$4 billion by 2022. The hired director possessed not only higher education development experience but also student affairs development experience and was familiar with the geographic area of the university. Out of this study's population of 20 student affairs fundraising programs, Program A's director was

the only leader of a student affairs fundraising program with previous student affairs fundraising experience. Although Program B's current director, who was hired in 2014, did not possess previous student affairs development experience, the individual had over 30 years of relevant development and higher education experience. Since beginning the role, the director has learned about student affairs and has become a key leader in NASPA's Student Affairs and External Relations Knowledge Community.

Following their formative years, both programs evolved relative to student affairs leadership, making difficult decisions to establish core philanthropic priorities. Of the two programs, Program A's evolution was more significant. The program shifted from failing to establish philanthropic priorities to student affairs leadership helping set priorities and explicitly stating that the development team did not have the bandwidth to actively fundraise for all 17 student affairs departments. The program's inability to set philanthropic priorities around 2013 coincided with a transition in student affairs leadership, and the setting of philanthropic priorities heading into 2017 coincided with needing to finalize campaign priorities as the institution transitioned into the public phase of its campaign. For Program B, it is likely that the retirement of their senior leader in student affairs in 2009, the transition to a new director in 2014, and the presence of interim leadership until 2015 inhibited the program's historic discipline of setting and focusing on key philanthropic priorities. The university's transition to the public phase of their campaign a few years following the current director's arrival did position the director to work with leadership to establish priorities. It is unclear, however, if the director and diversity fundraisers dividing their 25 departments represents a shift from a priority-focused development approach to a department-based fundraising approach. For Program A and Program B, leadership

transitions inhibited setting fundraising priorities, and their institutions' transition into the public phase of their campaigns drove both programs to finalize priorities.

Amid multiple transitions, the level of support that leadership provided to their directors of development impacted far more than the establishment of philanthropic priorities. The director for Program B stated that their student affairs leadership team will assist when asked and estimated that the vice chancellor for student affairs spends about 10 percent of their time on development work, much of which is self-directed. The director for Program A referenced having access to talented leadership team members who are willing to spend time with donors while adding that opportunities such as presenting to the chancellor's working group or to the board of trustees are less prevalent without a permanent vice chancellor for student affairs. Both programs appear to be moderately supported by their leadership in student affairs. From an advancement standpoint, interviewees for Program A discussed the multiple ways that advancement has supported the program through its evolution. Interviewees for Program B discussed advancement's support of the program during the formative years but did not identify supportive practices from recent years. Advancement did not provide formal onboarding upon the current director's arrival in 2014, and at first, provided limited opportunities for professional development. Rather, the current director sought support and professional development mostly from the division of student affairs. In summary, findings from both cases establish the importance of setting priorities instead of trying to fundraise for all student affairs departments, partnering with leadership to develop philanthropic priorities, using the university's campaign to create a deadline for defining priorities, and cultivating student affairs leadership's proactive and coordinated participation in development work.

Political frame. The allocation of resources is a central component in Bolman and Deal's (2017) political frame. Staff represent a key resource for any fundraising program. Through their evolutions, both programs experienced multiple changes in staffing levels. Program A grew to a four-person team, decreased to a one-person, and is one pending hire away from becoming a four-person team. Program B was a three-person team at its peak and is down to a one-person team that receives assistance from a diversity fundraiser who is in the division but does not have a formal reporting line to the program. Staff transitions and leadership-level decisions not to immediately replace positions is the primary impetus behind fluctuations in staff levels for both programs. Following a pending hire, Program A will be staffed at the highest level in the history of the program. Program B has an available position line and will soon grow to a two-person team. Interviewees from both programs recognized that temporary or permanent staffing reductions have a greater impact on smaller fundraising programs than the larger fundraising programs typically found in business schools and in athletics.

Although fluctuations in staffing levels presented challenges, access to prospects and donors remained the central resource and political challenge as both programs evolved. Accessing student affairs prospects and donors within a broader development system historically designed for academics and athletics fundraising was discussed by interviewees representing both programs. In their early years, Program A navigated this challenge by focusing on accessible prospects and donors to build momentum, whereas Program B linked student affairs fundraising priorities to broader institutional priorities, which afforded access to prospects and donors who otherwise would not have been assigned to student affairs. About seven years into Program A's tenure, right as the program was building momentum, other fundraising programs at the institution pillaged student affairs prospects and donors. The reported pillaging occurred

during the approximately one-year period when the program did not have a director. More than three years later, the program continues to be impacted by this loss of donors and prospects. Not only did the program lose several significant gifts, but of equal significance, high-level donors on the path to becoming long-term student affairs supporters became aligned with other areas at the university. In 2017, the current director spent their first year navigating political terrain to reclaim lost space, when and where possible, and building relationships across the university's development landscape while establishing the program's territory. For Program B, as the program evolved over the past six years, the level of prospects and donors in the director's portfolio has not significantly changed. The historical default of assigning top donors and prospects to their academic college continues unless the director of development for student affairs brings forth a compelling case. Absent more formal, systematic approaches that routinely look beyond an individual's academic college before assigning a prospect to a development officer, the prospect or donor assignment process for both institutions continues to function in the political frame rather than in the structural frame. Program A and Program B continue to navigate their political environments and add individual prospects and donors to their student affairs portfolios when and where they can.

The most noteworthy shift in political allies and opponents for both programs centered on their relationships with advancement. In their early years, Program A was moderately aligned with advancement and Program B was strongly aligned with advancement. In recent years, the opposite holds true. Program A is strongly aligned with advancement whereas Program B is moderately aligned with advancement. The evolution was intentional for Program A given that the student affairs division requested to embed their new director within advancement for their first year and asked a senior leader in advancement, who oversaw the student affairs fundraising

program at their former institution, to play a more active role with the program. Since 2017, strengthening the program's political relationship with advancement has led to increased lateral coordination with development officers, more utilization of vertical processes whereby student affairs can share divisional priorities with prospects and donors managed by the principal gifts team, and heightened access to resources within advancement such as reporting and stewardship processes. For Program B, their tapering political relationship with advancement is likely unintentional and may or may not be attributed to the program's shifting reporting lines, which further aligned the program with student affairs and decreased alignment with advancement. It is possible that their program's heightened relationship with advancement in their early years was due to a strong relationship between the senior leader in advancement and a senior leader in student affairs. Other evolutions in political allies and opponents include both programs' student affairs divisions continuing to serve as a political ally; Program B no longer reporting certain faculty members as political opponents; and Program A continuing to strengthen political alliances with fundraising programs across campus, several of whom were previously political adversaries.

Symbolic frame. In the programs' formative years, Program A struggled to create a collective vision for student affairs through lateral coordination, whereas Program B excelled in creating a compelling vision through vertical coordination. As the programs evolved, Program A made significant progress, and Program B experienced both setbacks and success. Interviewees for Program A attributed their progress to three factors: student affairs leadership advocating for one central theme and brand for the division's 17 departments, the university's transition to the public phase of their fundraising campaign prompting the finalizing of philanthropic priorities, and hiring a communications director to tell the division's story. As Program B evolved, their

strategies aligned with the latter two points. First, the transition to the public phase of their university's campaign provided Program B with an opportunity to revisit areas of focus and to define philanthropic priorities for the next few years. Directors for both Program A and Program B credit their university's respective transitions to the public phase of their campaigns for providing needed structure and a deadline that forced their divisions to define priorities. Second, although Program B already had access to a communications director who reports to the director of development, the program amplified messaging by utilizing the university's campaign as a new platform to tell the division's story. Program B created a newsletter to communicate with student affairs prospects and donors and assembled a campaign committee of influential and affluent individuals to tell the division's story in their various networks.

In the short term, Program B's historically vertical approach to creating a collective vision appeared to be successful, and Program A's historically lateral approach was described as unsuccessful. As both programs evolved, it is possible that Program B's laborious process of involving multiple constituents in the creation of a collective vision eventually fostered a long-term vision or purpose, one capable of outlasting leadership transitions and capable of serving as a foundation for the fundraising program. For Program B, it is likely that several of the short-term successes connected to creating a collective vision did not last beyond the senior leader's retirement in 2009. Since then, amid leadership transitions, the division's vision and priorities continuously evolved, only to be defined for short-term periods at the impetus of campaign-invoked deadlines. The director of Program A described the challenge of competing against more established fundraising programs at the institution, such as their business school, that consistently and methodically communicated their vision and purpose to inspire philanthropic support. Since the late 1990s and since 2009, respectively, Program B and Program A have

progressed in establishing and communicating a compelling story. Yet these programs likely trail behind established, well-resourced fundraising programs in the academic colleges that often boast more than 40 years of experience executing in both the symbolic and structural frames as it relates to creating purpose and systematically converting that purpose into philanthropic support.

Conclusion

This chapter reported findings for each student affairs fundraising program and then presented a cross case synthesis. Both sections were organized in accordance with the two research questions and with Bolman and Deal's (2017) four frames. Although the findings connected to all four frames, both the historical factors and the programs' respective evolutions mostly revolved around the structural and political frames. Both programs established structures to achieve their strategic goals (structural frame) and navigated a development landscape designed for academics and athletics fundraising (political frame). Findings related to creating a compelling vision that provided a strong foundation for fundraising (symbolic frame) and gaining or utilizing support from leadership (symbolic frame) were secondary and were often inextricably linked to structural and political concepts. Chapter 5 presents a discussion of these results, identifies limitations, provides implications for practice, and outlines opportunities for future research.

CHAPTER 5: DISCUSSION

Introduction

Chapter 5 begins with a discussion of the results, connecting the findings from this study to the existing literature on student affairs fundraising. Next, limitations are discussed and are followed by implications for practice, which provide recommendations for higher education administrators who are exploring, creating, or evolving student affairs fundraising programs. Lastly, opportunities for future research and accompanying recommendations from the researcher are provided.

Discussion of the Results

Despite the lack of literature on the development, design, and evolution of student affairs fundraising programs, existing research on the broader phenomenon of student affairs fundraising connects with the findings of this study. The creation of Program A by student affairs to establish a new revenue line aligns with Giving USA's (2018) finding that public universities must seek philanthropic support to fill gaps in their budget. In contrast, the creation of Program B by advancement, under the ethos that all areas of the university should be represented in university fundraising, counteracts the historical underrepresentation of units outside of academics and athletics in university fundraising (Schoenecke, 2005). Furthermore, the presence of student affairs fundraising programs at 38 percent of the institutions reviewed for this study updates outdated literature on the prevalence of such programs. In the two most recent studies, Haynes (2004) found a 21 percent rate of occurrence and Hillman (2002) found a 30 percent rate of occurrence.

Related to the structural frame, both directors of development for student affairs' location in their respective student affairs divisions contradicts Schuster's (2013) finding that most

student affairs fundraising programs are located in advancement divisions. Additionally, both programs' dual reporting structure contrasts Callahan's (1997) finding that only 13 percent of student affairs development officers report to both advancement and student affairs. However, the directors' reported preference for this dual reporting structure aligns with Hendrix-Kral's (1995) finding that development officers prefer a hybrid reporting approach.

Regarding the human resources frame, the average tenure of the directors of development for student affairs greatly exceeded the less-than-two-year average tenure of college and university development officers reported by Worth and Lambert (2019). Additionally, this study's finding concerning practices for hiring directors of development for student affairs align with Crowe's (2011) finding that it is more strategic to hire a fundraiser and teach them about student affairs than to hire a student affairs practitioner and teach them how to fundraise.

With respect to the political frame, accessing prospects and donors represented the central political challenge for both programs. The finding aligns with Crowe's (2011) finding that programs often struggle to identify prospects and with Schoenecke's (2005) finding that student affairs fundraising programs often do not have a natural pool of prospects. Both programs' reported challenges in fundraising for student affairs amongst a landscape designed for academics and athletics fundraising aligns with Worth's (1993) finding that fundraising structures are primarily designed with academics and athletics in mind.

Relative to the symbolic frame, both programs' commitment to developing philanthropic priorities aligns with Arminio, Clinton, and Harpster's (2010) finding that priorities drive fundraising, and thereby, it is essential to define priorities to ensure representation in university fundraising efforts. Both programs' inclusion in their universities' philanthropic campaigns

contrasts with Hillman's (2002) finding that less than 60 percent of student affairs fundraising programs' priorities were represented in their institutions' broader campaigns.

Limitations

The limitations defined in the previous sections remain relevant. Given the comparative case study methodology, the study's findings do not extend to student affairs fundraising programs operating in vastly different constructs, and the researcher's beliefs and backgrounds influenced data collection and analysis. New limitations emerged during the research process. Due to the demands of the COVID-19 pandemic, the researcher was unable to attain the study's desired number of three participants for Program B. The participants consisted of the director of development for student affairs and a former senior leader in student affairs. The absence of a third interviewee meant that the advancement perspective was not represented. Because student affairs fundraising programs traverse their division of institutional advancement and their division of student affairs, the lack of participation of Program B's advancement division represents a limitation. The program director, student affairs, and advancement perspectives were all represented for Program A.

The data collected hinged on the interviewees' years and period of institutional service, their experiences, their memories, and their willingness to share, which represented another key limitation. Several interviewees were open to discussing all topics, while other interviewees appeared more guarded when discussing certain topics. Based on the interviewees' tenures and experiences, some could only primarily address the first research question (historical influences) and others could only primarily discuss the second research question (evolution since inception). Given this occurrence, there was limited overlapping data for Program B given that one interviewee was primarily positioned to discuss research question one and the other interviewee

was primarily positioned to discuss research two. For Program A, all three interviewees were positioned to share data that connected to both research questions. Collecting multiple data points per research question allowed the researcher to triangulate the data and increased the depth and breadth of findings for Program A.

Implications for Practice

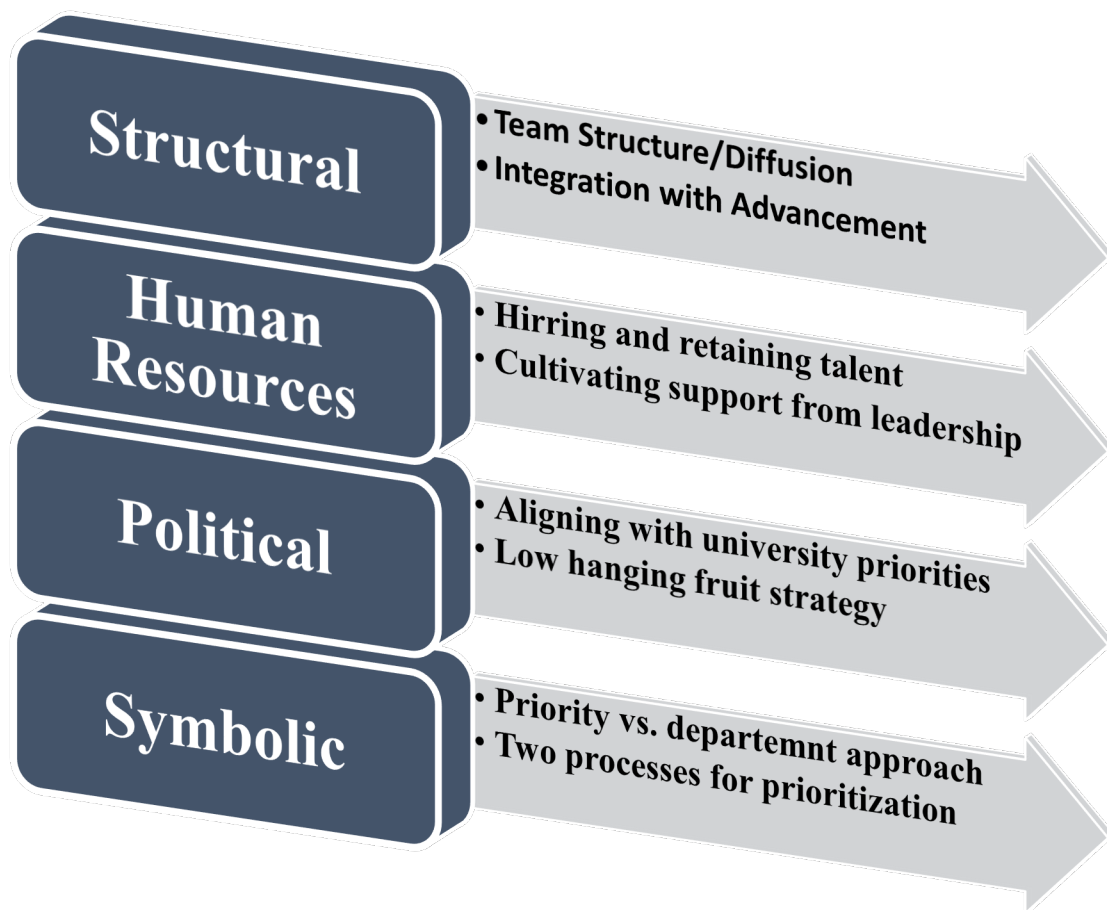
Aligned with the study's purpose, this section provides recommendations for higher education administrators who are exploring, creating, or evolving student affairs fundraising programs. Administrators who are exploring starting a program may consider utilizing a two-part test imparted by the senior leader of university development for Program A. The leader oversaw student affairs fundraising programs at two prominent universities and believes large, public universities should boast such programs. The two-part text includes: First, assessing whether the chief student affairs officer has a compelling vision that provides a strong foundation for fundraising? Second, from staff positions to other resources, assessing whether the division of student affairs has the infrastructure to support the fundraiser. The first point aligns with Bolman and Deal's (2017) symbolic frame whereas the second point aligns with the authors' structural frame. Both investigated programs possessed these elements at times and did not possess these elements at other times. Institutions that root their programs in the structural and symbolic frames afford their director the ability to shift to other frames through focusing on gaining access to prospects and donors (political frame) as well as supporting their team (human resources frame). Bolman and Deal (2017) held that leader effectiveness is linked to their ability to utilize multiple frames and to continuously shift between frames (Bolman & Deal, 2017). However, starting a student affairs fundraising program absent strong structural and symbolic components

may overwhelm the director and inhibit performance, which occurred during the formative years of Program A.

Figure 6 provides a graphical representation of the implications for practice that are aligned with each of Bolman and Deal's (2017) organizational frames.

Figure 6

Implications for Practice Aligned with Each Organizational Frame



The primary implications for practice for higher education administrators creating or evolving student affairs fundraising programs revolve around the structural and political frames. The implications revolving around both frames is not surprising given that even the highest-regarded student affairs fundraising programs continue to search for ideal structures and still operate

within highly political development environments designed for academics and athletics fundraising. The primary implications for practice within the structural and political frames are discussed below and are followed by a section describing secondary implications for practice that fall within the symbolic and human resources frames.

Whether higher education administrators are creating or evolving their program, they may consider two structural frame components: diffusion, team structure/allocating responsibilities, and integration, assimilating different efforts in pursuit of common goals (Bolman & Deal, 2017). The primary structural implications for practice align with these two concepts. Related to diffusion, the recommended team structure for a student affairs fundraising program is a director, leading the team and actively fundraising for high-level gifts; a second front-line fundraiser, usually focusing on discovery and entry to mid-level gifts; and an operations manager, overseeing internal processes to enable the fundraisers to stay externally focused. Additionally, it is recommended that the team have access to the division's communications director, aiding in communicating strategic messages to prospects and donors, and access to an administrative assistant. The recommended structure most closely aligns with the new structure for Program A. Program B's structure differs in two respects. First, the two fundraisers utilize a diffusion strategy based on units rather than gift levels. Second, the director manages non-development student affairs team members. Assuming the goal is to raise the highest level of philanthropic support, the latter approach is not recommended despite being an understandable approach for Program B given a unique political dynamic. Regarding the former, a diffusion strategy based on units rather than gift levels aligns a fundraiser's focus with units rather than maximizing philanthropic support in their assigned gift level. The unit-based

approach is not recommended given that the structure misdirects the director's time away from cultivating and closing higher-level gifts.

For Program A, following seven years of varying iterations, the director, the senior leader in university development, and the senior leader in student affairs agree that the structure will best position the program to focus on major and principal level gifts. Bolman and Deal (2017) held that failing to implement structures aligned with goals leads to the misdirection of time and resources. In Program A's early years, the various structures did not enable the director to focus their time on cultivating and closing higher-level gifts. Instead, the director was distracted by handling lower-level gifts and coordinating internal operations. Student affairs fundraising programs with only one position should be wary of what one interviewee described as "trying to accomplish everything" without the necessary resources and then having "little to show." At the very least, the fundraiser should have a team member focused on operations, and ideally have access to a communications director and an administrative assistant.

The study's second implication for practice within the structural frame relates to integration with advancement. In most circumstances, higher education administrators creating or evolving their student affairs fundraising programs may employ tactics and strategies to increase their integration with advancement. In the heavily decentralized, loosely bound structures that often define large public universities, Bolman and Deal (2017) held that the impetus for integration often falls to individual units. As such, student affairs fundraising programs should consider taking ownership for integrating with advancement. Both investigated programs experienced varying levels of integration with advancement. When the programs experienced heightened integration with advancement, they better utilized advancement resources, learned development best practices specific to their institution, were mentored by

advancement leadership, boasted stronger relationships with development officers across campus that led to joint solicitations (lateral coordination), and better utilized formal structures to share student affairs philanthropic priorities with prospects managed by central development officers (vertical coordination).

Programs seeking to strengthen integration with advancement could consider two strategies utilized by the investigated programs. First, during the formative years of Program B, the senior leader in student affairs formed a strong relationship with their counterpart in advancement. Their relationship facilitated further integration and even provided student affairs with heightened access to major institutional donors. Second, Program A strategically embedded their current director in university development for one year before the director transitioned to their permanent office in student affairs. Furthermore, the senior leader in student affairs asked their counterpart in university development to play a more active role with the program. The director and the senior leaders in university development and student affairs credit this strategy for increasing Program A's integration with advancement and for facilitating many of the positive outcomes described above. It is important to stipulate that the usefulness of increasing integration with advancement may correlate with the competence and effectiveness of the university's advancement division.

In addition to the discussed structural frame implications, practitioners may spend significant time in the political frame through building alliances, competing for prospects and donors, and navigating their institution's development landscape. The extensive amount of time that practitioners may spend in the political frame is due to student affairs fundraising programs generally playing the role of 'underdog,' competing against 'heavyweight' academics and athletics fundraising programs within a political fundraising environment designed for academics

and athletics fundraising (Schoenecke, 2005; Worth, 1993). The prevailing practice of assigning prospects and donors to fundraisers in their academic college was a significant political challenge for both programs. Practitioners may consider the following three strategies implemented by the investigated programs to counteract a disproportionate lack of access to high-level prospects and donors. First, Program B strategically positioned certain student affairs priorities as cabinet-level university priorities. Through the political work of their senior leader of student affairs, the practice was successful. The program gained access to major institutional donors that would have otherwise never been assigned to student affairs. Second, Program A focused on prospects and donors strongly aligned with student affairs. Through what the director described as “low-hanging fruit strategy,” the program sought to build momentum which would in turn strengthen the program’s position across the institution’s development landscape and presumably better position the program to gain assignment of higher-level donors and prospects. Third, Program B has considered a long-term strategy of seeking assignment to prospects or donors who are earlier in the careers, have a high affinity to student affairs, and could have significant capacity later in the careers. The benefit of this strategy is gaining assignment to prospects and donors when other fundraising units are less interested given their lower capacity. However, the approach is also risky given that fundraisers spend their most valuable resource, their time, cultivating high-potential prospects and donors that may not be positioned to make significant major gifts until later in their career. Regardless of the strategies employed to increase access to high-level prospects and donors, practitioners could consider taking steps to protect student affairs portfolios when student affairs development officers vacate their positions. Failure to do so could result in other fundraising programs across campus taking key student affairs prospects and donors, as experienced by Program A, and erode years of progress.

Within the symbolic frame the primary challenges faced by both programs were building a compelling vision and establishing philanthropic priorities. As multiple interviewees discussed, inspiring high levels of philanthropic support can be difficult absent a compelling vision. Practitioners may consider the following strategies. First, recognize that it is neither realistic nor strategic to fundraise for every student affairs department. A priority-based approach that defines ideas that may encompass multiple departments, as utilized in Program B's early years, may be considered over a department-based approach. If a department-based approach is utilized, consider selecting departments not just based on their financial need, as was considered by Program A, but also based on the interests of prospects and donors. Second, consider environment factors when establishing a process for determining a vision and corresponding priorities. If time is limited and/or involving department heads across the division is unlikely to yield results, consider a vertically coordinated process that utilizes the chief student affairs officers and/or a small leadership team. The process was employed in the early years of Program B and proved effective as a short-term strategy. Should the goal be to define a long-term vision or priorities and adequate time is available, consider a laterally coordinated process that involves directors across the division. As experienced by Program A, the approach can yield a collective vision while engendering cross-divisional commitment but is extremely time intensive and difficult to oversee. Third, should either the vertical or lateral coordination process stall, utilize university campaign deadlines to create urgency and finalize decisions. Directors from both programs employed campaign deadlines to create structure and facilitate the finalization of priorities by a defined deadline.

Findings in the human resource frame primarily involved gaining and utilizing support from leadership to facilitate progress in other frames, such as defining a vision and priorities

(symbolic frame), accessing high-level prospects and donors (political frame), and increasing integration with advancement (structural frame). The core human resources implication for practice centers on hiring and retaining a director of development for student affairs. Given the stated challenges associated with building and evolving a student affairs fundraising program, institutions should consider recruiting a candidate who is positioned to transition into the role and immediately begin advancing the program. Ideally, the candidate would possess higher education fundraising experience and an eagerness to learn about student affairs if they do not already have student affairs experience. Program A's current director possessed previous student affairs fundraising experience, was a seasoned higher education fundraiser, and was familiar with the university's geographic area. Program B's current director was an experienced higher education fundraiser and was familiar with the university's development landscape. Student affairs fundraising programs should consider avoiding hiring student affairs practitioners without major gift fundraising experiences. Both programs have excelled in retaining their directors; Program A's director has served for over three years and Program B's director has served for over six years. Although retention practices were not discussed, practitioners should consider that the average tenure for a development officer is less than two years (Worth & Lambert, 2019). It is critical for student affairs fundraising programs to hire well-prepared directors poised to lead their programs in fundraising landscapes often designed for academics and athletics and to utilize Bolman and Deal's (2017) high-involvement and high-commitment practices to promote success and retention.

Opportunities for Future Research

An analysis of the literature illuminated several points that may be considered when designing future research on student affairs fundraising programs. First, despite student affairs

fundraising literature emerging in the late 1980s, there is still a lack of comprehensive research on the development, design, and evolution of student affairs fundraising programs. Second, existing research on related topics, such as the involvement of student affairs professionals in fundraising (Hillman, 2002) or the relationship between student affairs staff and development officers (Fygetakis, 1992), provide valuable context but do not always provide practical implications for higher education administrators seeking to develop or evolve student affairs fundraising programs. Amid the increasing prevalence of such programs, from a 12.5 percent (Fygetakis, 1993) rate of occurrence to this study's finding of a 38 percent rate of occurrence, future researchers may consider aligning their purpose with identifying practices and strategies for practitioners creating or evolving such programs. A comparative case study is an ideal methodology given that both the individual case descriptions and the comparative analysis lend themselves to illuminating what Patton (2002) refers to as principles of practice. Given Crowe's (2011) and Haynes's (2004) findings that student affairs fundraising programs are found mostly at public, doctoral-granting research universities, the identified principles of practice, while not generalizable to a minority of programs operating in vastly different contexts, are relevant to the majority of institutions that have, or are considering starting, a student affairs fundraising program. Following Schoenecke's (2005) research, this study is the most recent comparative case study of student affairs fundraising programs. The researcher recommends that future research on student affairs fundraising programs utilize this methodology to inform the work of current or future student affairs fundraising practitioners.

Researchers utilizing a comparative case study approach to study student affairs fundraising programs may consider the following recommendations. First, purposeful sampling could be utilized to select programs considered to be among the most accomplished student

affairs fundraising programs in the nation. The directors of such programs would likely be committed to the research, and the findings may carry more significance given the perceived prestige of the selected programs. Leaders in NASPA's Student Affairs and External Relations Knowledge Community could be consulted to identify high-performing programs. Additionally, selecting at least one program within a regional university, instead of solely investigating programs withing flagship universities, would potentially broaden the relevance of the findings. Second, future researchers may consider a different approach when selecting interviewees and establishing a time boundary for the study. Given that student affairs programs traverse their division of institutional advancement and their division of student affairs, at minimum, interviews may be conducted with the director of development for student affairs, a senior leader in student affairs, and a senior leader in institutional advancement. Also, decreasing the time boundaries of the study to a period of three to five years and only interviewing participants who were connected to their respective programs during the defined time boundary would aide in triangulation and likely increase the depth of the findings. Third, conducting an inter-institutional focus group at the end of the research may enhance the cross-case analysis and provide more significant implications for practice. For example, a study with three cases could conduct a focus group consisting of the director of development for student affairs from each case. The focus group could be strategically scheduled following the completion of individual interviews for each case and could be utilized to attain the directors' insights on both common and contrasting themes.

Conclusion

The chapter connected the study's findings to existing literature on student affairs fundraising and identified practices and strategies for student affairs fundraising practitioners.

The primary implications for practice revolve around the structural and political frames and include strategies for integrating the program with institutional advancement, a proposed staffing model, approaches for navigating institutional fundraising environments, and tactics for establishing student affairs philanthropic priorities. Chapter 5 also addressed limitations and opportunities for future research. The research updates the comparative case study literature on student affairs fundraising programs; illuminates strategies for practitioners exploring, creating, or evolving such programs; and answers the study's two research questions.

APPENDIX A: INTERVIEW QUESTIONS ALIGNED WITH RESEARCH QUESTIONS

Interview Questions for RQ1: How have historical factors influenced the development and design of the two investigated student affairs fundraising programs?

General Questions

1. What motivated your institution to create a student affairs fundraising program led by a full-time development officer? When was the program created?
2. How was the student affairs fundraising program originally designed?

Structural Frame

3. Discuss the organizational structure of your first student affairs fundraising program at your institution. What were the key goals for the program? What rules/policies governed the work?
4. Where was the student affairs fundraising program placed within the institution? Describe the program's reporting lines. How was the program integrated with institutional advancement? How was the program integrated with the division of student affairs?

Human Resources Frame

5. What actions did the organization take to attract a talented development officer to create the student affairs development program? What actions did the organization take to support the development officer and to help the development officer perform at their highest level?
6. In what ways did the actions of leadership who oversaw the first student affairs development officer promote the development officer's engagement and heighten organizational performance? In what ways did the actions of leadership who oversaw the first student affairs development officer promote the development officer's disengagement and impede organizational performance?

Political Frame

7. Discuss the political forces at play when the institution explored, and eventually created, a student affairs fundraising program led by a full-time development officer? Which entities opposed starting the program and what were their concerns? Which entities supported starting the program and what was their reasoning?
8. How did leaders who supported creating the student affairs fundraising program gain and leverage their power to attain their desired outcome?

Symbolic Frame

9. What stories and narratives were told during the formation of the student affairs fundraising program to inspire belief and confidence?
10. How did the first student affairs development officer approach creating a “community of believers” as it related to getting their immediate team, student affairs leadership, and institutional advancement leadership to buy-in to their work?

Concluding Questions

11. Is there anything else that you would like to share to help me better understand the factors that led to the creation of your institution’s student affairs fundraising program?
12. Is there anything else that you would like to share to help me better understand the original design of your student affairs fundraising program?

Interview Questions for RQ2: In what ways, if any, have the two investigated student affairs fundraising programs evolved since their inception?

General Questions

13. Discuss any changes in the goals for the student affairs fundraising program. Discuss any changes in the rules/policies that govern your work?

Structural Frame

14. Since inception, discuss any changes in the program’s reporting lines, in how the program works with institutional advancement, and in how the program works with the division of student affairs.
15. Since inception, describe any shifts in the distribution of tasks and responsibilities across the student affairs fundraising team? Discuss any changes to tasks and responsibilities assigned outside the student affairs fundraising team, such as to institutional advancement and/or the division of student affairs. What led to these changes?

Human Resources Frame

16. Since the creation of the student affairs development officer position, how has the role evolved and changed? What were the reasons behind these changes?
17. If any, what actions has your direct supervisor, student affairs leadership, institutional advancement leadership, and/or other university constituents taken to support you and to help you and your team perform at your highest level? Have these actions changed over time? If so, how and why?

18. If any, what actions has your direct supervisor, student affairs leadership, institutional advancement leadership, and/or other university constituents taken that have impeded your and your team's performance? Have these actions changed over time? If so, how and why?

Political Frame

19. Since inception, how have the student affairs development officers attempted to build key political alliances to better position the program? Have these efforts been successful? Why or why not?
20. Since the program's inception how have the program's political allies and political opponents shifted? Describe the shifts that occurred. What caused these shifts?
21. Today, which entities are your biggest supporters and which entities are your biggest opponents? Why do you think this is the case?

Symbolic Frame

22. How have you approached creating a "community of believers" as it relates to getting your immediate team, student affairs leadership, and institutional advancement leadership to buy-in to your work?
23. How has the culture and identity of the student affairs fundraising team evolved through the years? What do you see as precipitating these changes?

Concluding Questions

24. Is there anything else that you would like to share to better help me understand how your institution's student affairs fundraising program has evolved since its inception?

APPENDIX B: INTERVIEW QUESTIONS ALIGNED WITH BOLMAN AND DEAL'S FRAMES

Structural Frame	<p data-bbox="546 235 1186 495">RQ1</p> <p data-bbox="546 316 1186 495">Discuss the organizational structure of your first student affairs fundraising program at your institution. What were the key goals for the program? What rules/policies governed the work?</p> <p data-bbox="546 535 1186 755">Where was the student affairs fundraising program placed within the institution? Describe the program's reporting lines. How was the program integrated with institutional advancement? How was the program integrated with the division of student affairs?</p> <p data-bbox="546 795 1186 1078">Originally, how were the program's tasks and responsibilities divided across the student affairs fundraising team? Were tasks and responsibilities assigned to entities outside the student affairs fundraising team, such as to institutional advancement and/or the division of student affairs? If so, which tasks were dispersed, to whom, and why?</p>	<p data-bbox="1186 235 1923 430">RQ2</p> <p data-bbox="1186 316 1923 430">If at all, discuss any changes in the goals for the student affairs fundraising program and in any of the rules/policies that govern your work?</p> <p data-bbox="1186 462 1923 609">Since inception, discuss any changes in the program's reporting lines, in how the program works with institutional advancement, and in how the program works with the division of student affairs.</p> <p data-bbox="1186 641 1923 901">Since inception, describe any shifts in the distribution of tasks and responsibilities across the student affairs fundraising team? Discuss any changes to tasks and responsibilities assigned outside the student affairs fundraising team, such as to institutional advancement and/or the division of student affairs. What led to these changes?</p>
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Human Resources Frame	<p>What actions did the organization take to attract a talented development officer to create the student affairs development program? What actions did the organization take to support the development officer and to help the development officer perform at their highest level?</p> <p>In what ways did the actions of leadership who oversaw the first student affairs development officer promote the development officer's engagement and heighten organizational performance? In what ways did the actions of leadership who oversaw the first student affairs development officer promote the development officer's disengagement and impede organizational performance?</p>	<p>Since the creation of the student affairs development officer position, how has the role evolved and changed? What were the reasons behind these changes?</p> <p>If any, what actions has your direct supervisor, student affairs leadership, institutional advancement leadership, and/or other university constituents taken to support you and to help you and your team perform at your highest level? Have these actions changed over time? If so, how and why?</p>
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Political Frame

Discuss the political forces at play when the institution explored, and eventually created, a student affairs fundraising program led by a full-time development officer? Which entities opposed starting the program and what were their concerns? Which entities supported starting the program and what was their reasoning?

How did leaders who supported creating the student affairs fundraising program gain and leverage their power to attain their desired outcome?

Since inception, how have the student affairs development officers attempted to build key political alliances to better position the program? Have these efforts been successful? Why or why not?

Since the program's inception how have the program's political allies and political opponents shifted? Describe the shifts that occurred. What caused these shifts?

Today, which entities are your biggest supporters and which entities are your biggest opponents? Why do you think this is the case?

Symbolic Frame

What stories and narratives were told during the formation of the student affairs fundraising program to inspire belief and confidence?

Discuss the organizational culture and identify of the first student affairs fundraising team? Did the team discuss a broader purpose or calling?

How did the first student affairs development officer approach creating a "community of believers" as it related to getting their immediate team, student affairs leadership, and institutional advancement leadership to buy-in to their work?

How have you approached creating a "community of believers" as it relates to getting your immediate team, student affairs leadership, and institutional advancement leadership to buy-in to your work?

How has the culture and identity of the student affairs fundraising team evolved through the years? What do you see as precipitating these changes?

How do you see your student affairs fundraising program evolving over the next decade?

APPENDIX C: IRB APPROVAL LETTER



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board

FWA00000351
IRB00001138
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

January 13, 2020

Dear Neal Robinson:

On 1/13/2020, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2(ii)
Title:	Student Affairs Fundraising: A Comparative Case Study of Two Programs at Public, Research Universities
Investigator:	Neal Robinson
IRB ID:	STUDY00001343
Funding:	None
Grant ID:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Renea Carver
Designated Reviewer

APPENDIX D: CODEBOOK FOR PROGRAM A

RQ	Frame	Code	Description	Interview One	Interview Two	Interview Three	Interview Four
1	Structural	Vertical Coordination: New Leadership, New Vision	Any mention of new leadership and new vision between 2009 and 2016.	P1, P5			
1	Structural	The Unit	Any mention of the student affairs fundraising unit (positions, roles, responsibilities, etc.) between 2009 and 2016.	P1, P5	P2, P3		P6, P9
1	Structural	Reporting Structure	Any mention of the program's reporting structure, including how work was coordinated between student affairs and advancement, from 2009 to 2016.	P2	P2, P3, P4, P5, P6	P1, P2, P3, P4	
1	Structural	Bureaucracy	Any mention of challenges with Bureaucracy (not able to be nimble, efficient, etc.) from 2009 to 2016.	P3, P6			
2	Structural	The Evolving Unit	Any mention of the student affairs fundraising unit (positions, roles, responsibilities, etc.) from 2017 to present.	P1, P2, P6		P1, P3, P7	P9, P11, P17
2	Structural	Evolving Reporting Structure	Any mention of the program's reporting structure, including how work was coordinated between student affairs and advancement, from 2017 to present.	P7	P3, P4, P6	P1, P2, P4	
2	Structural	Strengthening the Tie Between University Development and Student Affairs	Any mention of strengthening the connection between university development and student affairs from 2017 to present.	P6, P10, P13, P14	P3, P4, P6, P7	P2, P5, P6	
2	Structural	Building Systems and Processes	Any mention of systems or processes that needed to be built or strengthened from 2017 to present.	P8, P13, P14	P4	P7	
1	Human Resources	Attracting Talent	Any mention of attracting talent between 2009 and 2016.	P1, P5	P2		
1	Human Resources	Support from Leadership	Any mention of support from leadership (excluding financial support) between 2009 and 2016.	P3			
1	Human Resources	Lack of Support from Leadership	Any mention of lack of support from leadership (excluding financial support) between 2009 and 2016.	P3			
2	Human Resources	Evolution of Attracting Talent	Any mention of attracting talent from 2017 to present.	P1		P1	
2	Human Resources	Evolution of Support from Leadership	Any mention of support from leadership (excluding financial support) between 2017 to present.	P3	P5		P10, P11
2	Human Resources	Evolution of Lack of Support from Leadership	Any mention of lack of support from leadership (excluding financial support) between 2017 to present.			P4	P10, P11, P12
1	Political	Political Supporters	Any mention of groups or factions that support the program from 2009 to 2016.	P3			
1	Political	Political Opponents	Any mention of groups or factions that opposed, or may have opposed, the program from 2009 to 2016.	P3			
1	Political	Taking of Prospects and Donors	Any mentions of the taking of student affairs prospects and donors during the transition from the program's first development director to the program's second development director.	P6			
1	Political	Initial Level of Resources	Any mention of level of resources from 2009 to 2016.	P3	P6		
2	Political	Evolution of Political Supporters	Any mention of groups or factions that supported the program from 2017 to present.	P11	P7	P5	
2	Political	Evolution of Political Opponents	Any mention of groups or factions that opposed, or may have opposed, the program from 2017 to present.	P11			
2	Political	Impact of the Taking of Prospects and Donors	Any mentions of the impact of the taking of student affairs prospects and donors from 2017 to present.	P6, P7, P12			P13, P14, P15
2	Political	Evolution of Resource Levels	Any mention of level of resources from 2017 to present.	P6, P8, P9, P10, P12	P5, P6	P3, P6, P7	P10, P10, P15, P16, P17
1	Symbolic	Aspirational Vision	Any mention of aspirations for the program (or connection to the aspirational ethos of the university) between 2009 and 2016.	P5			
1	Symbolic	Building a Community of Believers	Any mention of gaining buy-in and building a community of supporters between 2009 and 2016.	P4			
1	Symbolic	Telling the Story	Any mention of trying to understand and/or share the vision and impact of student affairs from 2009 to 2017.		P2, P3		
2	Symbolic	Involving a Community of Believers	Any mention of increasing involvement of others in student affairs fundraising from 2017 to present.	P7, P13	P7, P8	P3,	P16
2	Symbolic	Evolution of the Aspirational Vision	Any mention of aspirations for the program from 2017 to present.	P13			
2	Symbolic	Telling the Story	Any mention of trying to understand and/or share the vision and impact of student affairs from 2017 to present.	P12, P13	P4, P5, P7, P8	P3,	P4, P12, P15
2	Symbolic	Overarching Culture and Identity	Any mention of the culture and/or identity of the student affairs fundraising team, university development, or the university from 2017 to present.	P12, P13	P4, P5, P7, P8	P7	P14

APPENDIX E: CODEBOOK FOR PROGRAM B

RQ	Frame	Code	Description	Interview One	Interview Two	Interview Three
1	Structural	Coordination with Central Development	Any mention of coordinating work directly with central development prior to 2014.		P3, P4, P8, P9	
1	Structural	The Unit	Any mention of the student affairs fundraising unit (positions, roles, responsibilities, etc.) prior to 2014.	P1, P4, P6, P10	P1, P4, P8, P12	
1	Structural	Reporting Structure	Any mention of the program's reporting structure, including how work was coordinated between student affairs and advancement, prior to 2014.	P1, P2	P2, P3	
2	Structural	The Evolving Unit	Any mention of the student affairs fundraising unit (positions, roles, responsibilities, etc.) from 2014 to present.	P5, P6, P7, P10, P11		P4, P5, P6, P7, P8
2	Structural	Evolving Reporting Structure	Any mention of the program's reporting structure, including how work was coordinated between student affairs and advancement, from 2014 to present.	P2, P3, P8	P12	P7
2	Structural	Evolution of Coordination with Central Development	Any mention of coordinating work directly with central development from 2014 to present.	P4		
2	Structural	Tasks Outside of Major Gift Fundraising	Any mention of the Director of Development's tasks that fall outside the purview of major gift fundraising and occurred from 2014 to present.	P7, P8		P5
2	Structural	Evolution of Coordination with Student Affairs	Any mention of coordinating work directly with student affairs from 2014 to present.	P4, P10		
1	Human Resources	Attracting Talent	Any mention of attracting talent prior to 2014.		P8	
1	Human Resources	Support from Leadership	Any mention of support from leadership (excluding financial support) prior to 2014.		P5, P10, P11	
1	Human Resources	Lack of Support from Leadership	Any mention of lack of support from leadership (excluding financial support) prior to 2014.	P14		
2	Human Resources	Evolution of Support from Leadership	Any mention of support from leadership (excluding financial support) between 2014 to present.	P9		P10
2	Human Resources	Evolution of Lack of Support from Leadership	Any mention of lack of support from leadership (excluding financial support) between 2014 to present.	P9, P10		
1	Political	Political Supporters	Any mention of groups or factions that supported the program prior to 2014.	P6		
1	Political	Political Opponents	Any mention of groups or factions that opposed, or may have opposed, the program prior to 2014.		P6	
1	Political	Scarcity and Competition for Prospects/Donors	Any mentions of a lack of prospects or donors for student affairs and/or internal competition for prospects or donors prior to 2014.		P7, P11	
1	Political	Initial Level of Resources	Any mention of level of resources prior to 2014.	P6	P2	
2	Political	Evolution of Political Supporters	Any mention of groups or factions that supported the program from 2014 to present.	P14		
2	Political	Evolution of Political Opponents	Any mention of groups or factions that opposed, or may have opposed, the program from 2014 to present.	P14		
2	Political	Evolution of Scarcity and Competition for Prospects/Donors	Any mentions of a lack of prospects or donors for student affairs and/or internal competition for prospects or donors from 2014 to present.	P11		P4, P11
2	Political	Evolution of Resource Levels	Any mention of level of resources from 2014 to present.	P8	P12	
1	Symbolic	Telling the Story	Any mention of trying to understand and/or share the vision and impact of student affairs prior to 2014.		P3, P4, P5, P6, P9	P12
2	Symbolic	Evolution of Telling the Story	Any mention of trying to understand and/or share the vision and impact of student affairs from 2014 to present.	P14, P15, P16		
2	Symbolic	Overarching Culture and Identity	Any mention of the culture and/or identity from 2014 to present.	P5		

APPENDIX F: LETTER OF INFORMED CONSENT



UNIVERSITY OF
CENTRAL FLORIDA

Title of research study: Student Affairs Fundraising: A Comparative Case Study of Two Programs at Public, Research Universities

Investigator: Neal Robinson

Key Information: The following is a short summary of this study to help you decide whether to be a part of this study. More detailed information is listed later in this form.

Why am I being invited to take part in a research study?

We invite you to take part in this research study because you may have knowledge of a student affairs fundraising program that is being studied as part of a doctoral dissertation.

Why is this research being done?

The primary purpose of this study is to identify practices and strategies for higher education administrators who are exploring, creating, or reframing student affairs fundraising programs. As such, the practices and strategies identified in this research on student affairs fundraising programs will be of interest to higher administrator administrators seeking to develop or reframe student affairs fundraising programs.

How long will the research last and what will I need to do?

This research study will last approximately six months. You will be asked to complete one or two individual interviews with the researcher to share your thoughts and experiences regarding a student affairs fundraising program that is familiar to you.

You may be asked to identify potential additional interview participants who may possess information about the discussed student affairs fundraising program. Following your interview, you may also receive follow-up or clarifying questions via email.

More detailed information about the study procedures can be found under “What happens if I say yes, I want to be in this research?”

Is there any way being in this study could be bad for me?

The risks to participation are minimal and do not exceed the risks associated with activities found in daily life.

What happens if I do not want to be in this research?

Participation in research is completely voluntary. You can decide to participate or not to participate.

Detailed Information: The following is more detailed information about this study in addition to the information listed above.

What should I know about a research study?

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the research team: Neal Robinson, Doctoral Student/Researcher (neal.robinson@ucf.edu; 919-274-6220) or Dr. Thomas Cox, Faculty Advisor (thomas.cox@ucf.edu, 407-823-6714).

This research has been reviewed and approved by an Institutional Review Board (“IRB”). You may talk to them at 407-823-2901 or irb@ucf.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

How many people will be studied?

We expect 4 to 6 participants for each of the two student affairs fundraising programs being studied. This will result in 8 to 12 total participants across this study.

What happens if I say yes, I want to be in this research?

Upon confirming participation, potential dates/times for the individual interview will be provided. Once the interview is scheduled, the interviewee will receive the list of questions at least one week before their interview.

The interview may last up to 60 minutes and will take place in person, over the phone, or through a video conference platform. If the interview occurs in person, it will likely occur at the

interviewee's university, at the interviewee's office, or at another location that aligns with the interviewee's preferences.

At the initial interview, the study's procedures/timeline, the interviewee's desired level of anonymity, and the interviewee's decision to recommend or to not recommend additional interview participants will be discussed.

The interviews will be recorded during this study. Individuals who do not want to be recorded will not be able to participate in this study. The recordings will be kept in a locked, secure place. The recordings will be erased or destroyed when transcriptions are completed. All data will be password protected and/or will be kept in locked file cabinets. Identifiable data such as participant names and their employer will not be reported. Pseudonyms will be used in the reporting of findings.

Following the initial interview the interviewee may receive follow-up or clarifying questions via email (estimated time: 20 minutes or less) and/or be asked to complete one final interview (estimated time: 60 minutes or less).

What happens if I say yes, but I change my mind later?

You can leave the research at any time it will not be held against you.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization.

Consent to Take Part in this Research Study

Your signature documents your permission to take part in this research.

Signature of subject

Date

Printed name of subject

Signature of person obtaining consent

Date

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